



**WFP EVALUATION**

# Final evaluation of the first phase (2015–2021) of the McGovern-Dole Food for Education and Child Nutrition Program in Côte d'Ivoire

Decentralized Evaluation Report

WFP Côte d'Ivoire



**WFP**  
World Food Programme

SAVING LIVES  
CHANGING LIVES



**USDA** United States Department of Agriculture

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# Executive Summary

- 1 The American Institutes for Research (AIR) conducted an endline evaluation of the first phase of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole) program support in Cote d'Ivoire (2015-2021) implemented by the World Food Program (WFP)/AVSI/Government of Côte d'Ivoire. This evaluation was commissioned by the WFP office in Cote d'Ivoire for the purposes of accountability and learning. The evaluation's objectives are to assess the relevance, coherence, effectiveness, efficiency, impact, and sustainability of the McGovern-Dole program in Côte d'Ivoire and offer actionable steps for program improvement. This report presents the evaluation findings and conclusions.

## CONTEXT

- 2 To improve food security and access to quality education, the Government of Côte d'Ivoire has been implementing a school feeding program in partnership with the WFP since 1989 in priority regions of the country. Beginning in 1998, program implementers asked local communities to contribute to the functioning of the school canteens in order to continue providing students with hot mid-day meals. This sustainability component sought to build capacity of local agricultural groups, the majority of whom are women, and link their production to school canteens. Currently, the school canteens program is being piloted by the Ministry of National Education and Literacy (MENA) through the Directorate of School Canteens which carries out the program activities in the various regional directorates of National Education. The National Agency for Support to Rural Development (ANADER) provides technical support for the agricultural groups contributing food to the school canteens.
- 3 To continue supporting the school feeding program in Côte d'Ivoire, the WFP has mobilized McGovern-Dole funds from the USDA for the years from 2015 to 2021 (Phase 1) and from 2021 to 2025 (Phase 2). The first phase of the McGovern-Dole program has six components: 1) provision of hot meals to students; 2) take-home rations; 3) deworming of pupils; 4) literacy and reading activities in the form of improved reading materials, teacher trainings, and capacity building; 5) training of canteen managers in the use of health and food practices; and 6) capacity building of farm groups around the canteens in schools. Over the two phases, the WFP will be transitioning responsibility of the program to the Ivorian government and local communities by reducing the number of days they provide to schools and building local capacity to take over. The objectives of the McGovern-Dole school feeding program consist of increasing student enrollment, alleviating short-term hunger through school meals, improving student health and nutrition, improving literacy, and increasing capacity of communities and smallholder farmers to support schools. The program also includes an emphasis on gender equality, which is mainstreamed throughout the activities.

## EVALUATION FEATURES

- 4 The subject of the evaluation at hand is Phase 1 of the McGovern-Dole program in Cote d'Ivoire, covering all seven regions of implementation (Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, and Cavally). AIR conducted a baseline evaluation of Phase 2 of the program concurrently, producing a separate, but complementary report. The expected users for this report are the WFP Country Office and its decision-making partners, the Regional Bureau, WFP Headquarters in Rome, Evaluation Bureau, WFP Executive Board, MENA, Ministry of Agriculture and Rural Development and ANADER, United Nations country team, Steering Committee, Technical Committee, Directorate of School Canteens (DCS), AVSI, the USDA, and other stakeholders. By offering insight into the positive impacts and providing recommendations for program improvement, the evaluation ultimately aims to benefit the targeted schoolchildren and communities.

## METHODOLOGY

- 5 The endline evaluation employed a mixed-methods approach, integrating quantitative and qualitative methods to assess the relevance, coherence, effectiveness, efficiency, sustainability, and impact of the McGovern-Dole program. A mixed-methods approach provides a more comprehensive understanding of how the program worked and what its outcomes were, and it enabled us to delve

more deeply into understanding the mechanisms of observed changes. The evaluation included both treatment schools (that had received McGovern-Dole programming) and comparison schools (that had similar characteristics but did not receive McGovern-Dole programming) in all seven regions of implementation in order to compare the outcomes and determine which are attributable to the program. The quantitative component included surveys and student assessments from a total of 233 teachers, 86 school administrators, 50 canteen managers and 1,142 students and households. With the resulting data, we analyzed and compared outcomes at the treatment and comparison schools over time. The qualitative component included focus group discussions (FGDs) with male and female parents, school management committee (COGES) members, and women's production group (WPG) members at five schools, as well as FGDs and key informant interviews (KIIs) with the WFP, government, partners, and other program stakeholders. We integrated the findings from both the quantitative and qualitative components, along with information from existing program documents and monitoring data provided by the WFP, to comprehensively address all research questions and provide recommendations for Phase 2 of the program.

## LIMITATIONS

- 6 While the AIR team took steps to mitigate the risks to the study validity, we could not avoid several factors. These include 1) differences in the Ministry's selection of treatment schools, which could bias our impact results, 2) seasonal differences between the baseline and endline surveys, and 3) changes in the surveys tools over time<sup>1</sup>. We considered these limitations by 1) observing differences over time, as well as between treatment and comparison groups; 2) considering seasonal differences in our analyses and utilizing proxy indicators, and 3) focusing on available data.

## KEY FINDINGS

### *Relevance and Coherence*

- 7 The McGovern-Dole program is highly relevant to the needs of the target population and is well aligned to the Government of Côte d'Ivoire's priorities as specified in the National School Feeding Policy. Respondents agreed that providing school meals in rural areas with high levels of food insecurity encourages children to attend school regularly, remain at school through the lunch hour, and be able to learn free from the distraction of hunger. The McGovern-Dole program is consistent with the policies and programs of key partners, including United Nations (UN) agencies, and adheres to the WFP's humanitarian principles of humanity, impartiality, neutrality, and independence.

### *Effectiveness*

- 8 Our evaluation shows that many outcomes improved since baseline but many of these improvements have stagnated or even deteriorated since midline. Part of these trends can be explained by the large improvements between baseline and midline, such as the availability of school canteens reaching nearly 100% by midline. Over the course of the program, we see a steady increase in the girl/boy enrollment ratio, with the older grades seeing the largest increase coming from CM1 and CM2 (the equivalent of grades 5 and 6). These ratios have increased from 0.76 to 1.07. This trend toward higher proportion of girls in school was driven by an increase in girls' enrollment and a decrease in boys' enrollment, which may be driven by the provision of take-home rations for girls only.
- 9 Regarding literacy, we found that children were reading at lower levels than at midline. However, we found that 41 percent of teachers were delivering reading instruction in their local language, an increase from past iterations of the evaluation. Although this increase is promising, considering the proven benefits of mother tongue education, it could explain the lower literacy scores at endline, since assessments were conducted in French. Lower literacy scores at the end of the program could also be explained by school closures during the COVID-19 pandemic or the turnover of teachers who

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<sup>1</sup> Changes to the survey tools include the adjustment of question series used to create index indicators to align the question text used with standard WFP language. Examples include the household food diversity score, food consumption score, and coping strategies index. These changes limit the validity of tracking these index indicators directly against the index indicators used in prior survey rounds. Additional questions were added at the request of AVSI to capture classroom access to textbooks and teacher trainings.



AVSI had already trained in the syllabic teaching method. In addition, the rotation of teachers leads to the arrival of new teachers who are not trained in the syllabic method of reading and therefore will not be able to provide them to students or retrain them. Teachers generally were present to deliver instruction and had received the necessary training: directors' records indicated that teachers showed up for their classes 95 percent of the time and 92 percent of school directors reported that the teachers in their school have received an AVSI training on reading instruction. However, teachers reported being visited by pedagogical advisors only once or twice per year, and only 26 percent of teachers reported receiving regular trainings organized by MENA. These low levels of support from MENA and the pedagogical advisors are not necessarily sufficient for teacher development, particularly considering that only half of teachers reported being able to finish their curriculum.

- 10 Furthermore, stakeholders reported high levels of teacher turnover and competing educational interventions, which may have inadvertently caused confusion when teachers relocate to schools with alternative methodologies.
- 11 In terms of school feeding, quality of canteen services appeared to have declined. Households reported that canteen quality decreased, and the number of canteens serving the minimum dietary diversity standards decreased from 82.5 percent at midline to only 66.8 percent at endline.

### **Efficiency**

- 12 Overall, the WFP carried out the McGovern-Dole program efficiently. The program has a tight budget, which required the WFP to work as cost-efficiently as possible. Stakeholders claimed that the WFP managed the McGovern-Dole program with sufficient technical expertise and systems in place to help activities take place smoothly in the event of unexpected issues. The partners also claimed to experience efficient collaboration.
- 13 Despite the COVID-19 pandemic and other crises such as insecurity in the north of Côte d'Ivoire, most often the McGovern-Dole activities took place in a timely manner. However, the program did experience some delays in the distribution of literacy materials and a lack of deworming tablets.
- 14 Targeting rural areas with high levels of food insecurity allowed the program to reach areas of most need. In addition, targeting girls to receive dry rations helped promote girls' school enrollment, although it may have created negative side effects for boys. Targeting women in the WPGs also had unintended consequences because it inadvertently caused women to bear additional costs and workload while it failed to generate income for women.

### **Impacts**

- 15 We detect few causal impacts of the program on key child learning or nutrition outcomes. We find that children's reading levels and proficiency in treated schools had not improved relative to the children in comparison schools. These findings may relate to implementation challenges, such as our findings that communities struggled to maintain nutritional quality. However, we did find positive impacts of the program on children's enjoyment of reading, which can be an important precursor to reading practices.
- 16 Children's exposure to school canteens also did not increase. However, school canteens already existed in roughly 90 percent of treatment schools at baseline, so there was little room for the program to improve that outcome. Lastly, while we find no overall impacts for dietary diversity or coping strategies, we do find that households of the girls in our sample were more likely to eat certain nutritious foods, such as leafy green vegetables, fruit, and dairy.

### **Sustainability**

- 17 The key factors affecting the sustainability of the program are funding and government commitment to activities and policies. Although WPGs and COGES were committed to continuing their ongoing contributions to the schools, the program's ability to continue without some continued financial assistance and ongoing training is weak. Program data did not clearly delineate how many canteen days were supported through McGovern-Dole and how much the community contributed independently, thus making it difficult to assess whether any gradual handover to the community occurred. With the decreases in the quality and quantity of food served in the canteens, groups

demonstrated a need for more tailored support in order to maintain the same level of canteen functioning without inputs from the WFP. Our data suggests that WPGs face numerous obstacles and may not be self-sufficient or profitable on their own.

## CONCLUSIONS

- 18 **Student experience and performance.** Providing school meals continued to encourage children to attend school and remain in school throughout the day. Students have maintained the positive reading practices and attitudes reported at midline but reading proficiency rates declined between midline and endline. A number of factors may have contributed to the decline, including prolonged school closures due to COVID-19. Access to potable water and latrines at schools improved between midline and endline, although roughly a quarter of schools still had non-functional latrines.
- 19 **Teacher experience and performance.** As was the case at midline, teachers continued to use a variety of activities and tools to teach reading. The percentage of teachers trained by AVSI declined from 92% at midline to 63% at endline, perhaps due in part to high rates of teacher turnover.

## RECOMMENDATIONS

- 20 As a result of the evaluation findings, we provide seven evidence-based recommendations pertaining to data collection and record keeping, programmatic adjustments, and collaboration and coordination.
  - Recommendation 1: Track and report on the number days and number of canteen meals in all schools that are supported by WFP and those that are supported by community contributions by using information gathered in canteen management documentation.
  - Recommendation 2: Consider the potential unintended consequences of gender-specific interventions and supports, such as providing take-home rations to girls only.
  - Recommendation 3: Provide tailored support to WPGs based on their specific needs. For example, different groups require different productive inputs and equipment, different types of training, and so forth.
  - Recommendation 4: Work with WPGs to track their crop yields, production, and profitability margin more closely.
  - Recommendation 5: Work with MENA to reinforce teacher professional development and supports, including through more active involvement of the pedagogical advisors.
- 21 Recommendation 6: Consider potential synergies with programs such as the Education Service Delivery Enhancement Project (PAPSE) which are working towards similar objectives in some of the same areas WFP is operating.
- 22 Recommendation 7: Work with MENA to determine the feasibility of assessing early reading skills in mother tongue rather than French in schools where teachers are teaching early reading in mother tongue.

# 1. Introduction

- 1 The American Institutes for Research (AIR)<sup>2</sup> has been contracted by the World Food Program (WFP) Country Office in Côte d'Ivoire to conduct concurrently a final evaluation of the first phase and a baseline evaluation of the second phase of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole) Program's support in Cote d'Ivoire (2015-2021). The terms of reference (TOR) for the two evaluations are provided in Annex 1. AIR prepared for this evaluation through regular meetings and ongoing communication with the WFP evaluation team. Other advisors and government representatives also offered input. This report serves to describe the research, present the findings, and offer conclusions from the final evaluation of the first phase.

## 1.1. CONTEXT

- 2 Since the end of the post-electoral crisis of 2010, the economic recovery of Côte d'Ivoire has been notable, the country experiencing one of the highest growth rates in Sub-Saharan Africa. The Ivorian economy recorded real growth in gross domestic product rates, as rates ranged from 6.2 to 10.8 percent between 2012 and 2019 and then decreased in 2020 due to the adverse effects of the COVID-19 health crisis on the economy (World Bank). As Côte d'Ivoire maintained economic growth above 7 percent (Sustainable Development Goal target), progress has been made in several areas.
- 3 One area with the notable progress has been in education. The primary completion rate increased overall from 63.9 percent to 80.5 percent between 2014 and 2019. Among girls, this rate rose from 58.8 percent to 79.80 percent. The primary completion rate of boys increased from 68.5 percent to 81.2 percent (Sources: The 2018-2019 statistical yearbooks of the Direction of Strategies, Planning, and Statistics, MENA). The Government of Côte d'Ivoire aims to make further progress in the education sector, particularly taking gender into account through its 2021 Gender in Education Policy and Action Plan. Various international actors, such as the Jacobs Foundation and the World Bank, are also helping to support education goals in the country.

**Exhibit 1. Class of CP2**



Source: AIR

- 4 Poverty fell from 46.3 percent in 2015 to 39.4 percent in 2020, but this decline was confined to urban areas as rural poverty levels rose by 2.4 percent over the same period (Source: World Bank). With a

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<sup>2</sup> Initially, the final evaluation was awarded to IMPAQ International, a subsidiary of AIR. As of January 1, 2022, the two entities are fully integrated.

population of more than 26 million inhabitants (Source: World Bank, 2020), over 40 percent of the Côte d'Ivoire economy is supported by a dynamic agricultural sector focused mainly on coffee and cocoa. Poverty in Côte d'Ivoire manifests itself in inequalities in access to essential services and in gender disparities and which feeds gaps between income groups but also between urban and rural populations. For instance, in 2008, the poverty rate was 62 percent in rural areas, compared to 21 percent in the capital of Abidjan (Source: Strategy Document for Reducing Poverty [DSRP], 2009). Regional disparities exist as well, with the North of Côte d'Ivoire experiencing a poverty rate of nearly 80 percent in 2008, compared to the 49 percent national average (Source: DSRP, 2009).<sup>3</sup>

- 5 The national food insecurity rate is 11 percent, with pronounced disparities between the regions: Bafing, 15.7 percent, Tchologo 4.2 percent; Poro 14.7 percent; Gontougo 9.1 percent; Cavally 9 percent; Bagoué 13.8 percent; and Bounkani 12.6 percent. (Source: SAVA August 2018). Approximately 21.6 percent of children under five suffer from chronic malnutrition. The northern regions of the country suffer the most, with chronic malnutrition rates of 39.3 percent in the North and Northeast, 34.5 percent in the West, and 31.8 percent in the Northwest (Source: Organization for Economic Co-operation and Development [OECD], Food and Agricultural Organization, and United Nations Capital Development Fund, 2016).<sup>4</sup>
- 6 The increased food insecurity in the north of Cote d'Ivoire corresponds with other regional disparities. The northern regions of the countries suffer from much higher rates of poverty, along with a weaker economy and weaker institutions (Federal Ministry for Economic Cooperation and Development, 2022)<sup>5</sup>. These northern regions have a more arid climate than the lush southern regions that are more disposed for agricultural production (EROS USGS)<sup>6</sup>.
- 7 Progress toward Agenda 2030 shows that the prevalence of undernourishment and childhood stunting are stagnant and that major challenges remain (SDG Report, 2018). The 2018 Zero Hunger Strategic Review identified the following challenges that will need to be addressed to achieve Sustainable Development Goal 2 in Côte d'Ivoire:
- 8 **Access to food.** The lack of data disaggregated by sex and age makes it difficult to pinpoint the respective difficulties of women and men, or girls and boys, in terms of access to food. Various problems arise lack of coherence of programs in favor of food security; lack of recognition of the role of small producers in food security when formulating trade and budgetary policies; and insufficient collection, analysis, and use of data to identify vulnerable people.
- 9 **Nutrition.** There are many sectors—including agriculture and social protection—that could contribute to the achievement of nutrition outcomes through nutrition-sensitive initiatives, but this potential remains untapped. To address the issue, the Government of Côte d'Ivoire developed the National Multisectoral Plan for Nutrition 2016-2020 and joined the Scaling Up Nutrition movement. International organizations are also involved in nutrition programming in Côte d'Ivoire. Projects include the World Bank and Helen Keller International's Nutrition Sensitive Agriculture and Capacity Development of Small and Marginal Farmers project from 2018 to 2022 as well as the World Bank's \$60 million grant to the Government of Côte d'Ivoire's Multisectoral Nutrition and Child Development project.
- 10 However, several obstacles are hampering progress: siloed action by ministries working on interrelated issues such as food security, nutrition, health, and education; low scale of food fortification initiatives; insufficient scope of communication initiatives aimed at changing society and behavior on issues relating to dietary diversity, hygiene, and food safety; and lack of attention to adolescent girls. The COVID-19 pandemic may have also negatively impacted nutrition and food security as well as student achievement in Côte d'Ivoire (Hammerstain et al., 2021; Picchioni, Goulao, & Roberfroid, 2021). For instance, the pandemic harmed food security in low- and middle-income countries around the world in various ways, such as through reduced income and reduced access to

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<sup>3</sup> [https://www.gouv.ci/doc/DSRP\\_FINAL%20RCI\\_Def.pdf](https://www.gouv.ci/doc/DSRP_FINAL%20RCI_Def.pdf)

<sup>4</sup> <https://www.oecd-ilibrary.org/docserver/9789264257108-7-en.pdf?expires=1633447928&id=id&accname=guest&checksum=E0E88531B06990FC32ECF037C517769A>

<sup>5</sup> <https://www.bmz.de/en/countries/cote-divoire/social-situation-48426>

<sup>6</sup> <https://eros.usgs.gov/westafrika/land-cover/land-use-land-cover-and-trends-cote-divoire>



more nutritious, perishable foods (Picchioni, Goulao, & Roberfroid, 2021), while school closures globally led to learning loss among students (Hammerstain et al., 2021).

- 11 **Social protection.** The resources invested in social protection taking gender into account are insufficient. Coverage of the national school meals program and safety net programs is limited, and synergies between safety net programs are weak. Other obstacles include the challenges of implementing a strategy to extend safety nets to rural populations and the need for more inclusive and equitable safety net policies, including for school meals. Correspondingly, women in Côte d'Ivoire suffer from high rates of gender inequality, including higher rates of illiteracy and lower rates of school enrolment than males (UN Women, 2020)<sup>7</sup>.
- 12 While Côte d'Ivoire set itself a goal of 100 percent schooling and made education a priority by allocating more than 40 percent of the budget to it, several factors inhibited this desire. Many children experience midday hunger very early on because their schools are located several kilometers from their family home. The adequate and complete response to this important problem required a school canteens policy.

### Exhibit 2. School kitchen and storage



Source: AIR

- 13 For this reason, the State embarked in 1989 with WFP on an ambitious school feeding program. This program aligns with the WFP's work in Côte d'Ivoire that began in 1968 and has since focused on improving food security, reducing malnutrition, enhancing education, and minimizing gender disparities, particularly in the northern parts of the country (WFP, 2022).<sup>8</sup> The School Feeding Program achieved a promising development, resulting in the opening of 5,575 school canteens across the country in 2012–2013 providing hot and balanced meals to 1,005,884 elementary school children. This corresponds to a canteen coverage rate of 44 percent.
- 14 However, the inadequacy between the resources allocated and the increasing demand for school canteens led to a downgraded level of service. The number of beneficiaries reached and the number of days of provision of hot meals to children dropped. To fill this gap, local communities were asked to contribute to the functioning of school canteens. From 1998, the school canteens program integrated a sustainability component through capacity building of agricultural groups and by linking their production to school canteens. These agricultural groups, the majority of whom are women, engage in agricultural and livestock activities, and allocate a third of their harvest or food production to a school canteen in their village, thus largely contributing to feeding the children, in complement to resources made available by the Government and its partners. Much of the other food used for the school feeding program is produced internationally and imported to Côte d'Ivoire, thus increasing the necessity for local agricultural inputs. The agricultural groups component of the McGovern-Dole program is the Government's vision of sustaining the national school meals program with the support of local communities. In April 2012, the Government of Côte d'Ivoire, through the DCS, with the technical assistance of the WFP and the United Nations Development Program, developed the National School Feeding Policy for the period 2012–2017. The priority areas of the

<sup>7</sup> <https://data.unwomen.org/country/cote-divoire>

<sup>8</sup> <https://www.bmz.de/en/countries/cote-divoire/social-situation-48426>



intervention were defined through an analysis based on a composite indicator of food insecurity, the prevalence of chronic malnutrition, school enrollment and poverty rates in different regions of the country. Thus, the following regions have been identified as priority areas for school feeding interventions: priority 1 (Cavally, Guémon, Poro, Bagoué, Tchologo, Bafing), priority 2 (Worodougou, Bere) and priority 3 (Gontougo and Bounkani).

- 15 From September 2013 to December 2016, WFP implemented a development project entitled: "Support for the Integrated Program for the Sustainability of School Canteens." With an expected number of 571,000 beneficiaries, this project targeted 29 percent of all school canteens and 15 percent of all public primary schools nationally. This project covered 1,634 school canteens in the 10 priority regions.

**Exhibit 3. Class of CP2**



Source: AIR

- 16 The school canteens program is implemented by the MENA through the DCS which carries out the various activities of this program in the various regional directorates of National Education. The ANADER provides technical support for the supervision of agricultural groups mobilized around school canteens, while AVSI, an NGO doing education work in Cote d'Ivoire, provides technical support for education activities.
- 17 To continue supporting the school feeding program in Côte d'Ivoire, WFP has mobilized McGovern-Dole funds from USDA and additional funds through LDS Charities to support women's groups of smallholder farmers in northern communities. As part of the sustainability of the school meals program, the WFP used these funds to provide agricultural inputs, tools, equipment, and training designed for the adoption of improved agricultural techniques to increase the production of diversified and nutritious foods intended in part for school canteens.

## 1.2. SUBJECT BEING EVALUATED

- 18 The objectives of the WFP Country Office in the McGovern Dole program in Côte d'Ivoire consist of improving schooling, retention of students at school, primary education, literacy, food security, nutrition, and the health of schoolchildren. The program also includes an emphasis on gender equality, which is mainstreamed throughout the activities. In the midline evaluation, AIR made several recommendations to improve sustainability, coordination, and women's empowerment, such as increasing the presence of women in the school management committees (COGES)<sup>9</sup> and building up national and local management. As responsibility for the program gradually transitions from the WFP to the Government of Côte d'Ivoire's Directorate of School Canteens team, the WFP will slowly reduce the number of days they provide school meals between the years of 2020 and 2025, while the Directorate of School Canteens team slowly increases the number of meals they provide.
- 19 As part of the support to the McGovern-Dole school feeding program in Côte d'Ivoire, WFP received 35.7 million US dollars from the Department of Agriculture of the United States of America in 2015. This funding helped to support the school canteens program between 2015 and 2021 in seven priority areas: Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally. The funding covered school meals for 125,000 students from 613 rural primary schools. In addition, 50,000 female pupils in Poro, Bagoué and Tchologo received dry rations (or 10,000 girls per year for five years). The USDA awarded WFP an additional 25 million US dollars in 2020 for the second phase of

<sup>9</sup> COGES are local community bodies responsible for providing leadership and oversight for the school canteens and to the Canteen Management Staff that administer the program. The five-member committee is typically selected by the local community, and they typically include teachers, cooks, parents, and/or local leaders.

the project which targets another 125,000 students across the same 613 primary schools between 2021 and 2025.

- 20 According to the logical framework of the program, the McGovern-Dole strategic objectives are improving the reading skills of students and the increase of the use of good practices in terms of health and nutritional food.
- 21 The school canteen sustainability program has six components: 1) provision of hot meals to students; 2) take-home rations; 3) deworming of pupils; 4) learning to read; 5) training of canteen managers in the use of health and food practices; and 6) capacity building of farm groups around the canteens in schools. **Error! Reference source not found.** presents key activities for the 2015-2021 program.
- 22 Through these activities, the program implementers hope to achieve the following objectives: 1) Increase student enrollment and alleviate short-term hunger through the provision of school meals ; 2) Improve the health and nutrition of students by supporting national health and nutrition policies and programs, community mobilization and sensitization, as well as improving sanitation practices and access to drinking water ; 3) Improve the literacy of school-aged children and the quality of education through better access to materials and capacity building for school administrators and teachers ; 4) Increase the capacity of smallholder farmer groups to create supply chain links and promote community contribution to the school meals program for sustainable transfer to government.
- 23 In 2016, a baseline evaluation of the program found that both boys and girls had very weak reading skills; in the second year of primary school (CP2), 13 percent of girls and 16 percent of boys were able to read. In all grades, girls met fewer of the prerequisites than boys. 62.2 percent of canteen managers had received training and 74.1 percent of them were able to at least three best practices for storage and conservation of foods. 72 percent were aware of best practices in healthy food preparation. In addition, schools and communities had poor water, sanitation, and hygiene facilities. Less than half of the sampled schools (47%) had latrines, and for 42% of schools, the water point was located a distance from the school.
- 24 Since the inception of the McGovern-Dole program in 2015, the program has undergone several strategic changes. A midline evaluation was conducted in 2018, which resulting in the following recommendations: 1) Strategically reduce the proportion of canteen days covered in McGovern-Dole schools; 2) Strengthen the monitoring and evaluation capacities of the DCS and DPFC at national and local level; 3) Improve the presence in the field and the interaction of beneficiaries; 4) Increase coordination, communication and planning with DCS; 5) Strengthen girls' education; 6) Increase female representation in COGES; and 7) Strengthen the capacities of COGES to support McGovern-Dole activities. The onset of the COVID-19 pandemic also necessitated adaptations to the program. After schools closed because of the public health situation, follow-up missions were organized to assess the state of the school canteens. Upon reopening, many schools began rotating the number of students in the classrooms, which therefore resulted in fewer students at the school during mealtimes. School canteens have also adopted additional health and safety precautions such as

#### Exhibit 4. Key program activities

Nutrition and Health Activities
<ul style="list-style-type: none"> <li>▪ Provide school meals</li> <li>▪ Distribute take-home rations</li> <li>▪ Train canteen management staff and school management committees</li> <li>▪ Provide food preparation and storage tools and equipment</li> <li>▪ Develop local capacity to supply food to schools</li> <li>▪ Distribute deworming tablets</li> <li>▪ Support implementation of a nationally owned school feeding program</li> </ul>
Literacy Activities
<ul style="list-style-type: none"> <li>▪ Develop and distribute reading improvement toolkits and mobile libraries</li> <li>▪ Distribute textbooks and provide supplementary reading materials</li> <li>▪ Improve use of government's existing literacy materials</li> <li>▪ Train trainers to conduct continuous professional development</li> <li>▪ Support teacher professional development</li> <li>▪ Conduct literacy instruction workshops</li> <li>▪ Build government and community capacity to improve literacy instruction</li> <li>▪ Conduct extracurricular activities like book clubs and reading competitions</li> </ul>

handwashing and wearing masks. Program administrators have adapted to the pandemic by conducting their work at a distance when possible.

- 25 The USDA has awarded funding for a second phase of the McGovern-Dole program in Cote d'Ivoire from 2021 to 2026. Phase 2 will build upon Phase 1 of the program, add a water, sanitation, and hygiene (WASH) component to construct and rehabilitate school water points and latrines, remove the take-home rations for girls, and focus on sustainability through transferring responsibilities of the school feeding program to the government and communities.

### 1.3. EVALUATION FEATURES

- 26 The final evaluation of Phase 1 of the McGovern-Dole program in Côte d'Ivoire is commissioned by the WFP Country Office in Côte d'Ivoire. The final evaluation covers the period from 2015 to 2021. The data collection, analysis, and reporting of the evaluation took place from November 2021 to February 2022, with fieldwork specifically taking place in November and December 2021. Evaluation timeline is listed in Annex 2.
- 27 In support of the school feeding program in Côte d'Ivoire, WFP was awarded funding in 2015 from the McGovern-Dole International Food for Education and Child Nutrition Program of the USDA. This funding supported the school feeding program in seven regions (Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, and Cavally), with the goal of improving nutrition and health outcomes and increasing the literacy of school aged children in these high-priority rural areas.
- 28 The main components of the first phase of the program are: 1) providing school meals to primary school students; 2) providing take-home rations for girls in upper grades (CM1/CM2); 3) distributing deworming tablets, 4) improving student literacy education; 5) training canteen management staff in the use of good health and food practices; and 6) capacity building (both technical and financial) of agricultural groups to contribute production to the school canteens of their villages or communities.
- 29 The two main objectives of the final evaluation are for accountability and for learning purposes:
- 30 **Accountability.** The final evaluation allows reporting to the national authorities of Côte d'Ivoire, donors, and partners, on the performance and results of the school feeding program supported by the USDA. The impact assessment of the first phase is a key element for the accountability of this phase.
- 31 **Learning.** The evaluation draws lessons and good practices to inform operational and strategic decisions. Specifically, the final evaluation of the first phase makes it possible to assess the results achieved at the end of the program with regard to the initially established objectives and to take stock of the implementation and the scope of the recommendations made during the mid-term evaluation. According to the McGovern-Dole learning agenda, a collective effort to generate knowledge on the impact of school canteen programs will improve their design and operationalization and ultimately achieve significant results for improving education, nutrition, and the sustainability of these programs.
- 32 The purpose of this report is to fulfill the accountability and learning objectives by assessing the McGovern-Dole program in Côte d'Ivoire based on criteria defined by the Development Assistance Committee of the OECD: relevance, coherence, effectiveness, efficiency, impact, and sustainability. and offering actionable steps for program improvement. Gender and human rights considerations are mainstreamed throughout the evaluation. The AIR team simultaneously conducted an endline evaluation of the first phase of the McGovern-Dole Food for Education and Child Nutrition program (2015-2021) and a baseline evaluation of the next phase of the program (2021-2026) which aims to build and expand upon the successes of the first phase.
- 33 The purpose of the endline evaluation of the first phase is to assess program outcomes in relation to results after its full implementation. The endline evaluation captures the knowledge of various key stakeholders to identify program strengths and weaknesses, determine factors that have affected the results, and identify lessons learned and best practices. The evaluation also documents program challenges and whether and how they were overcome. We highlight areas that may need improvement and offer recommendations for integration into the next program. Our approach is to

provide useful and actionable information at endline to enable WFP to make more informed programmatic and strategic decisions for the program’s next phase.

- 34 The expected users for this report are the WFP Country Office and its decision-making partners, Regional Bureau, WFP Headquarters in Rome, Evaluation Bureau, WFP Executive Board, the Ministry of National Education and Literacy (MENA), Ministry of Agriculture and Rural Development and the National Rural Development Support Agency (ANADER), United Nations country team, Steering Committee, Technical Committee, Directorate of School Canteens (DCS), AVSI, the USDA, and other stakeholders.
- 35 The evaluation team is composed of leaders from the WFP including Kone Seydou, Alti Bema, and Bidio Kouassi, staff from AIR, who led the design, analysis, and reporting of the evaluation, and from Sonet-CI, who led data collection. The team from AIR includes Michaela Gulemetova (team lead), Mitchell Morey (quantitative lead), Hannah Ring (qualitative lead), Adam Taube (quantitative analyst), and Anna Warren (qualitative associate). The team from Sonet-CI includes Adou Bini Kouassi, Yves Trazie, Richard Motchian, Wilfried Koffi, Thierry Dan, Mariame Tata, and Romeo Abe.
- 36 The evaluation questions for the endline evaluation of the current program focus on literacy, health, and nutrition outcomes for various beneficiaries, including primary school students in grades 1 through 6, school canteen staff, members of COGES, members of women’s production groups (WPGs), teachers, directors, and households. The evaluation also addresses gender issues both for beneficiaries (boys and girls in schools) but also for service providers (members of COGES, canteen managers, cooks, and agriculture producers) with an empowerment perspective.

#### 1.4. EVALUATION METHODOLOGY, LIMITATIONS AND ETHICAL CONSIDERATIONS

- 37 The endline evaluation employed a mixed-methods approach, integrating quantitative and qualitative methods to evaluate the McGovern-Dole program. A mixed-methods approach provides a more comprehensive understanding of how the program worked and what its outcomes were, and it enabled us to delve more deeply into understanding the mechanisms of observed changes. We mapped the evaluation questions by their program relevance, coherence, effectiveness, efficiency, impact, and sustainability. Gender equality and the empowerment of women were addressed through these five criteria, with specific evaluation questions and data disaggregated by gender when appropriate. AIR used quantitative measures in the form of surveys for school administrators, teachers, canteen managers and student households, as well as a student learning assessment. Qualitative methods included key informant interviews (KIIs) and focus group discussions (FGDs) with parents, members of COGES and WPGs, and program implementers. In Annex 3, we map each evaluation question to its corresponding indicators or assessment criteria, based on the McGovern-Dole results framework. **Error! Reference source not found.** presents a summary of the evaluation matrix.

**Exhibit 5. Evaluation matrix summary**

	Evaluation Question Categories				
	Relevance and coherence	Effectiveness	Efficiency	Impact	Sustainability
Endline data sources	<ul style="list-style-type: none"> <li>• FGDs with parents, COGES members, WPG members</li> <li>• KIIs with USDA staff, government officials, program staff, partners</li> <li>• Document review</li> <li>• Monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• School survey</li> <li>• Student/ Household survey</li> <li>• Canteen manager survey</li> <li>• KIIs with program staff, partners</li> <li>• FGDs with parents, COGES members, WPG members</li> <li>• Monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• FGDs with parents, COGES members, WPG members</li> <li>• KIIs with government officials, program staff, partners</li> <li>• Monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• School survey</li> <li>• Student/ Household survey</li> <li>• WFP monitoring records</li> </ul>	<ul style="list-style-type: none"> <li>• KIIs with USDA staff, government officials, program staff, partners</li> <li>• FGDs with parents, COGES members, WPG members</li> <li>• WFP monitoring data</li> </ul>

- 38 Similarly to what we did during the midline evaluation, we have reviewed and analyzed the results framework and the McGovern-Dole indicators which were reported during baseline and midline. At midline, we made corrections to how data is collected for the performance indicators and addressed shortcomings of baseline measure. For the endline, we collected data to assess the same performance indicators to determine whether the program has been successful in achieving its targets. In response to feedback from program stakeholders, we updated and revised some of the data collection tools to correspond to request for nuanced data.
- 39 Furthermore, the evaluation matrix (Annex 3) is aligned with the project results framework. The project results framework provided in the TOR links the various program activities with the intended results. Our evaluation matrix links project results with USDA indicators to help us assess the program impact (e.g., to show improved learning of school age children, we examined the following indicators using survey data: percentage of teachers attending school regularly, percentage of teachers demonstrating use of new tools and techniques, percentage of student attentiveness, and percentage of students demonstrating grade level skills).
- 40 In addition, for each evaluation question, we also listed the data collection strategy, data analysis method, and the responsible party for collecting and measuring them. Guided by the evaluation questions, we studied the impact of the intervention on outcomes such as food security, adoption of healthy and hygienic practices, and reading skills. Lastly, we supplemented primary data collected through our quantitative and qualitative methods with monitoring data and project records (including but not limited to project timelines, planned versus actual resource allocation, and training attendance lists) where feasible. This collation of data enabled us to triangulate and validate stakeholders' perceived outcomes with more concrete evidence from monitoring and project records.
- 41 For the endline evaluation, the quantitative component built on the methodology used at baseline and midline to ensure consistency in the approach and to minimize the introduction of new biases. The quantitative data enabled us to construct the relevant USDA performance indicators to measure the program's progress in reaching its target goals. Furthermore, we used the quantitative data to measure the program's causal impacts after five years of implementation using a difference-in-differences (DID) methodology (Annex 4).
- 42 The DID method compares the changes in outcome over time between the population of beneficiaries (the treatment group) and the population that is not benefiting from the program (the comparison group). It requires that we collect the same outcomes from both the treatment and comparison groups at endline in a similar fashion as was done at baseline and midline. This method was not feasible for some core outcomes, due to inaccurate or missing data from baseline. For these outcomes, we used descriptive statistics to compare the treatment and comparison groups at endline. We also conducted subgroup analysis by gender and by region.
- 43 The main objective of the impact evaluation using DID method is to assess the extent to which the program resulted in improved student and household outcomes. We sampled a repeated cross-section of students at endline, following the approach at midline. This was preferable when there is a substantial probability of student attrition from school. In addition, having independent samples surveyed every period minimizes the probability that the act of measurement itself influences subject behavior (e.g., children may score better in a test when they take the same type of test multiple times, not because they know more, but because they are more used to taking that test).
- 44 Our power analysis confirmed the sample of 1,486 students across 84 schools is adequate to detect a relatively small effect size of 0.27 standard deviations for the estimation of the five-year impact on literacy outcomes. We estimated the average intent-to-treat effect of the intervention at endline using regression analysis of student reading outcomes. To account for the fact that students are nested within schools and grades, we specified that the standard errors allow for intragroup correlation, strengthening the usual requirement that the observations be independent. Standard errors were clustered within the school. In addition, as requested in the TOR, we conducted subgroup analysis by gender to determine whether boys or girls are responding differently to the program.



45 As at midline, we added KIIs and FGDs to enhance the endline evaluation. The qualitative data provided rich context to help us interpret the quantitative findings and shed light into the processes and mechanisms of change and the factors that may have affected implementation, such as unforeseen challenges or gender dynamics. The qualitative study complemented the quantitative analysis and enabled us to present project effects in perspective. In addition, the qualitative study helped contextualize and fill in gaps from the baseline and midline, as several of the McGovern-Dole indicators may not be directly comparable.

### Quantitative data sampling

46 The final evaluation of the first phase of the program covered all seven regions where the program was implemented. The sampling strategy for the endline was based on the revised requirements in the TOR, the WFP desire for updated sample, and built on sampling that was used for the previous evaluation rounds to ensure consistency and comparability of results and minimize any bias stemming from a new, alternative sampling strategy. While the endline sample followed the sampling approach used at midline in 2018, we reduced the treatment sample from 68 to 50 treatment schools.<sup>10</sup>

47 As initially designed by the National Statistics Institute of Cote d'Ivoire, the sample size of students and households to be surveyed was determined using the following formula

$$n = Z^2 \frac{p(1-p)}{d^2} k$$

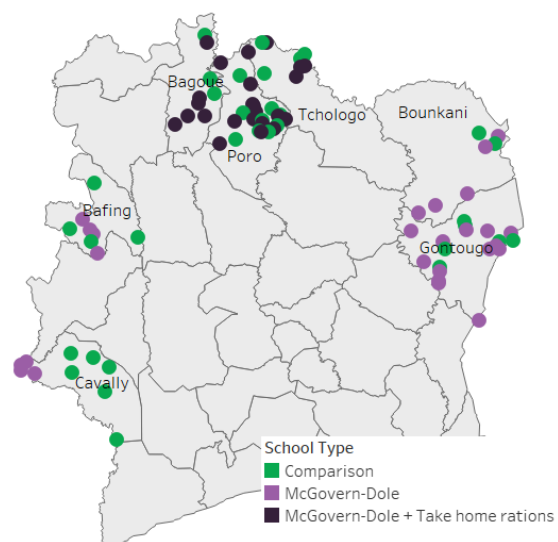
where

- $n$  is the sample size
- $Z = 1.96$  is the probability statistic associated with a confidence level of 95%
- $p = 0.13$  is the baseline estimator of prevalence of food security provided in the TOR from 2016
- $k = 1.5$  is the cluster parameter allowing adjustment since households of students from the same schools share similar characteristics
- $d = 0.05$  is the tolerated margin of error.

48 We multiplied  $n$ , the sample size obtained by the above formula, by 2 to ensure sufficient precision by gender (boys and girls). Additionally, we adjusted the sample size to allow for 95% response rate. We further increased the final sample size to 1,128 students and their corresponding households to ensure proportional representation of respondents within 86 schools across the seven regions. We surveyed 10 students (2 from each grade CP2, CE1, CE2, CM1 and CM2) and their corresponding households from each school, and an additional 12 students from upper grades from treatment schools in Poro, Bagoué and Tchologo regions. Additional adaptations to the endline sampling were done as explained below.

49 **Schools.** As requested in the revised TOR and in compliance with the requirement for consistent DID methodology, the endline sampling for the surveys was as close to the

**Exhibit 2. Final evaluation school sample**



<sup>10</sup> This reduction enabled us to include an additional 34 treatment schools to the endline sample to create an updated new sample for the baseline evaluation.

original baseline sampling as possible. At baseline in 2016, the National Statistics Institute collected student, school, and household outcomes from a sample of CP1-CM2 students (equivalent to Grades 1-6) from 99 schools (59 treatment and 40 comparison schools), which was determined to provide a regionally representative sample. At midline in 2018, we included a few additional schools to reach 104 schools. For the endline, we selected 50 schools out of the 104 schools sampled at midline for the estimation of the five-year impact on student and household outcomes. We also sampled the same 36 comparison schools as in previous rounds of evaluations. The overall sample of 86 schools is sufficient to measure the prevalence of food security, the indicator of most interest to the WFP. **Error! Reference source not found.** shows the final evaluation sample of 86 schools.

- 50 **Directors, canteen managers, and teachers.** When visiting each of the sampled schools, we surveyed the school director to obtain aggregate information about the school for a total of 86 directors. Including the directors gave us an appropriate sample size to compare school level outcomes from endline to baseline. As at midline, we collected data from school canteen managers at each of the 50 treatment schools to gather information related to canteen functioning and school meal distribution as well as use of safe food preparation and storage practices. We also surveyed all present teachers in each treatment school, for a total of 233 teachers (both men and women). Teachers provided us with information on the type of trainings they have received and their instruction practices as a result of the program.
- 51 **Students and parents.** In each sampled school, we surveyed a randomly selected cross-section of CP2-CM2 students who were present at school on the day of the data collection. We sampled an even number of boys and girls in each grade. In treatment schools in Poro, Bagoué and Tchologo, we selected 22 students per school. In all other schools, we selected 10 students per school. For each student, we also surveyed their caregiver to collect further information on their household, such as acceptable food consumption, coping strategy index, and dietary diversity score, reaching a total of 1,142 students and their corresponding households. Selecting the households of the sampled students allowed us to link their responses at the analysis stage. Although we intended the household survey to be completed by both male and female parents, the majority of the surveys were completed by the male head-of-household. Exhibit 3 presents the sampling of schools, students, and households by region and group.

### Exhibit 3. Quantitative sample

Regions	Schools / Directors	Canteen managers	Teachers	Students / Households
<b>Treatment Group</b>				
Poro	14	14	72	297
Bagoué	6	6	35	131
Tchologo	4	4	21	88
Bounkani	5	5	20	49
Gontougo	13	13	55	130
Bafing	4	4	17	40
Cavally	4	4	13	36
<b>Total</b>	<b>50</b>	<b>50</b>	<b>233</b>	<b>771</b>
<b>Comparison Group</b>				
Poro	10	0	0	111
Bagoué	3	0	0	30
Tchologo	4	0	0	40
Bounkani	2	0	0	20
Gontougo	6	0	0	60
Bafing	5	0	0	50
Cavally	6	0	0	60
<b>Total</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>371</b>
<b>Overall Total</b>	<b>86</b>	<b>50</b>	<b>233</b>	<b>1,142</b>

### Qualitative data sampling

- 52 Our qualitative sampling design at endline also built on the qualitative sampling at midline. This sampling strategy increased the efficiency and cost-effectiveness of the endline evaluation, while also ensuring we reached saturation—the point at which no new information can be gained from an additional interview.
- 53 **National and regional level.** Following the midline design as well as the preliminary list of key program stakeholders in Table 1 from the TOR, we conducted 7 KIIs and 7 FGDs with male and female stakeholders at the national level, including USDA, AVSI, and government partners at MENA and the DCS. We also interviewed national and regional program team members and partners, including technical committee members and other stakeholders involved in designing the intervention. For the WFP, we held an additional two internal stakeholder discussions with program staff, each covering different elements of the evaluation. From the midline evaluation, we learned that tasks concerning the management and support of the program are divided among a wide range of WFP staff. The group dynamics in a joint interview enabled staff members to provide complementary information and create a more holistic picture of coordination, communication, and planning processes. A full list of national-level interview participants is presented in Annex 5.
- 54 **School level.** Since we found little variation between geographic areas at the school level during midline, we conducted FGDs with parents, COGES members, and WPG members at five purposefully selected schools. Due to the small number of beneficiary WPGs near treatment schools, we selected schools with WPGs that are currently actively participating in the program.<sup>11</sup> Selecting schools with active WPGs allowed us to examine the relationship between agricultural producers, schools, children, and parents. In addition, having the three types of FGDs in one place was not only more efficient in terms of logistics but also facilitated a deeper dive into places of interest. We also chose schools whose canteens, latrines, and water sources were at varying degrees of functionality, according to WFP monitoring documents (Exhibit 4).

#### Exhibit 4. Qualitative sample characteristics

Region	School	Percentage of school days with canteen meals	Quality of latrine infrastructure	Water source
Poro	Kakologo	63%	Good	Non-existent
Gontougo	Yomian	100%	Not functional	Functioning
Bagoué	Katanra	100%	Not functional	Non-existent
Tchologo	Dielebele	100%	Good	Functioning
Bafing	Mandougou	14%	Good	Functioning
Summary/notes		3 high performers, 2 low	3 good latrines, 2 poor	3 functional water sources, 2 non-existent

- 55 For the parent/caregiver focus groups, we had separate FGDs for male and female parents at each school to allow respondents to speak more freely and to allow us to compare mothers' and fathers' perceptions. Our COGES FGDs included both male and female participants, although they ultimately included more men (Exhibit 9).

#### Exhibit 5. School-level FGD participants by gender

Type of Participant	Region	School	Number of male participants	Number of female participants
COGES	Gontougo	Yomian	4	0
	Bagoué	Katanra	4	0
	Bafing	Mandougou	3	1
	Poro	Kakologo	0	3
	Tchologo	Dielebele	4	1
	<b>Total</b>			<b>15</b>
	Gontougo	Yomian	-	5

<sup>11</sup> WFP provided assistance to 10 WPGs per year or 50 groups total over the duration of the program.

Women's Production Groups	Bagoué	Katanra	-	5
	Bafing	Mandougou	-	5
	Poro	Kakologo	-	5
	Tchologo	Dielebele	-	3
	<b>Total</b>			-
Male parents	Gontougo	Yomian	6	-
	Bagoué	Katanra	5	-
	Bafing	Mandougou	4	-
	Poro	Kakologo	4	-
	Tchologo	Dielebele	4	-
	<b>Total</b>			<b>23</b>
Female parents	Gontougo	Yomian	-	4
	Bagoué	Katanra	-	8
	Bafing	Mandougou	-	5
	Poro	Kakologo	-	4
	Tchologo	Dielebele	-	5
	<b>Total</b>			-
<b>GRAND TOTAL</b>			<b>38</b>	<b>54</b>

### Limitations

- 56 While the AIR team took every step possible to mitigate the risks to the study validity, there remain several factors that we could not avoid. The primary factors that limit the findings in this report include the following:
- 57 *Unobservable differences:* Given that McGovern-Dole beneficiary schools were selected based on need and feasibility of implementing literacy and nutrition programming, there may be time-varying differences between the treatment and comparison groups that would bias our impact results. Example of time-varying differences is changing levels of parental involvement in children's education (where parents in treatment schools are becoming increasingly engaged with their children's schools while parents in comparison schools maintain a relatively constant level of engagement with their children's schools). Example of time-invariant differences is highest level of education completed by the household head (the highest level of education completed by the household head is assumed constant during the five-year study). To the extent that differences between children in the communities predate the evaluation, then the 2016 baseline data would capture those time-invariant differences. However, the impact model would be unable to account for different time trends across the two groups.
- 58 *Seasonality/timing:* We were unable to collect data at the same time of year for each iteration of the evaluation; data were collected in April and May at baseline, September and October at midline, and November and December at endline. This difference implies that the baseline and endline findings are not directly comparable because some outcomes vary systematically over the year. For example, if baseline took place during the lean season and endline during the post-harvest season, then nutrition outcomes would vary for reasons unrelated to the program. To mitigate that challenge, we conducted comparisons with midline data only and considered seasonal differences throughout our data analysis. Student reading assessments were affected by a similar timing issue (for example, reading assessments were collected at the end of the school year at baseline but they were collected at the beginning of the school year at endline). To mitigate this challenge and provide meaningful comparisons over time, we used the reading skill information in the beginning of the school year as a proxy for what the reading skills were during the end of the previous school year. Seasonality is less of a concern for our impact results since they rely on the differences between treatment and comparison schools which should be equally affected by seasonality. But it is not possible to separate seasonality from impacts of the program when comparing baseline to midline to endline.
- 59 *Survey changes:* The survey tools changed over the course of the study, which means that certain outcomes were not comparable over time. For example, no teacher surveys were administered at

baseline. In these cases, we could not test for impacts nor could we provide descriptive analysis of changes between rounds.

- 60 *COVID-19 and remote work*: Due to travel restrictions following from the COVID-19 pandemic, the AIR team was unable to travel to support data collection. While AIR coordinated closely and frequently with our in-country partner Sonet-CI, AIR still could not observe and verify the data collection process. In addition, data collectors conducted some GDs and KIIs remotely, which, although it was sufficient, limited our ability to learn through direct contact.
- 61 *Length of qualitative protocols*: The comprehensive nature of the evaluation questions resulted in rather lengthy interview guides for the FGDs and KIIs. In order to make the tools more manageable, we had to focus on the most important questions and in the case of the WFP focus groups, ask different questions to different groups.
- 62 *Monitoring documents*: The monitoring data used for the desk review component of this evaluation did not always differentiate between the support from the McGovern-Dole program and the support from the communities. Therefore, some of the findings from these data must be used with caution in relation to impact and sustainability.

### **Ethical Considerations**

- 63 WFP decentralized evaluations must conform to WFP and United National Evaluation Group ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities. AIR trained the data enumerators on ethical considerations before the data collection took place and all participants were asked for their consent before engaging in the study. To ensure safety of enumerators and study participants in light of the COVID-19 pandemic, AIR encouraged Sonet-CI to follow best practices such as wearing masks, washing hands, and restricting groups size of FGDs to a maximum of five participants.

## **1.5. DATA COLLECTION METHODS**

- 64 We next describe the different methods of data collection that were deployed. The specific tools and protocols are listed in Annex 6.

### **Surveys**

- 65 To answer evaluation questions and measure key performance indicators at endline, we built on and improved the midline survey tools, including school, household, student, and school canteen management surveys. We measured program outcomes in the same manner as the baseline and midline evaluations to capture program impact over time. Measuring progress on performance indicators requires comparing the same survey questions and collecting the same information from individuals with similar characteristics (e.g., age, grade, gender, etc.) as in previous rounds. Based on feedback from WFP and AVSI program implemented, we added new survey questions and updated existing survey questions to capture important aspects of program activities and focus. For example, we included new questions to the teacher survey related to additional trainings being received and visits from pedagogical advisors. Similarly, we updated household survey questions related food insecurity

**Exhibit 6. Surveying a student**





based on WFP guidance to measure core indicators such as food consumption score, household dietary diversity score, and reduced coping strategy index.

## Reading assessment

- 66 Importantly, to measure the impact on reading skills of school children and analyze the change in skills over time, we administered the same French-language reading assessment tool, Annual Status of Education Report (ASER), to provide meaningful comparisons over time. The ASER test includes 11 levels (A-K) corresponding to the practical reading standards for each grade. Exhibit 11 presents the structure of the ASER reading test, including the test levels, and corresponding grades and reading skills.

### Exhibit 7. ASER test structure

Level	Corresponding Grade	Reading Skill
Level O	None	None
Level A	CP1 – Lower level	Identify letters
Level B	CP1 – Upper level	Read simple sounds
Level C	CP2 – Lower level	Read complex sounds
Level D	CP2 – Upper level	Decode simple words (1-2 syllables)
Level E	CE1 – Lower level	Decode complex words (2-3 syllables)
Level F	CE1 – Upper level	Read simple sentences
Level G	CE2 – Lower level	Read complex sentences
Level H	CE2 – Upper level	Read simple stories
Level I	CM1 – Lower level	Answer reading comprehension questions on simple stories
Level J	CM1 – Upper level	Read complex stories
Level K	CM2	Answer reading comprehension questions on complex stories

- 67 Because of the possibility that either students have access to the test from their older cohorts or teachers have become aware of the assessment and started preparing students for the test, we revised the version of the test by updating the test content together with MENA and AVSI representatives. We ensured that the updated test has the same level of complexity as the ones used at baseline and midline, respectively, to be able to compare students' reading skills between baseline and endline.
- 68 Before data collection, on October 20 and October 25, the AIR team conducted a two-day calibration and adaptation workshop with a group of local reading, curriculum, and assessment experts from MENA with support from AVSI. We further engaged the local experts to ensure that the updated ASER test is still culturally appropriate and consistent with Côte d'Ivoire's learning standards for grades CP1–CM2.

## Key informant interviews

- 69 AIR collected primary data using KII protocols based on the protocols used for midline data collection. We updated the existing protocols to include items related to project implementation to date, project management, perceived benefits of program activities, perceived capacity for sustainability, lessons learned, promising practices, and recommendations for program improvement. We collected information about changes to project implementation between midline and endline, focusing on questions related to effectiveness and sustainability. We followed up on good practices and recommendations from the midline report, such as strengthening monitoring and evaluation capacity at the DCS and improving coordination and communication with the government.
- 70 We developed separate protocols depending on the role and involvement of the stakeholders, such as a protocol for USDA, for program staff and partners, and for government counterparts. For example, we learned about what types of support COGES receive, frequency of member turnover, the gender dynamics of the committees, and barriers to coordinating with women's groups and other suppliers, all of which have potential to impact how the program is implemented and

performs. Similarly, interviewing parents yielded additional contextual data, such as perceptions of student attendance, reading outcomes, and health behaviors.

- 71 In terms of sequence, the team at our data collection partner, Sonet-CI, first conducted all field-level data collection. We then carried out virtual interviews with program-level stakeholders from the USDA, government, and partners based on their availability.

### **Focus group discussions**

- 72 We built on the protocols for FGDs from the midline evaluation so that we could determine whether similar themes emerged. All FGD protocols included questions related to relevance, coherence, effectiveness, efficiency, and sustainability, as well as questions targeted to each respondent's particular role. In addition, we updated the protocols to ensure that we specifically revisited some of the successes and bottlenecks that were highlighted in previous evaluation rounds. FGD protocols were adjusted to capture questions on changes since the midline evaluation, new responsibilities, and new activities for group members and caretakers. Because this evaluation sought to answer many evaluation questions, in addition to the fact that we conducted both the endline and baseline evaluations concurrently, the protocols were very lengthy (especially for the FGDs, but for the KIIs as well). We had to cut some questions to make the protocols more manageable and to respect the time of participants. Doing so limited our ability to gather data on all of the evaluation questions in as much depth as we would prefer.
- 73 For each category of FGD, we incorporated prompts relevant to the respondent's involvement in the McGovern-Dole program. For example, the parent focus groups included questions on perceived quality of education, parental involvement, attendance, aspirations for their children, and the different perceived impacts for boys and girls. COGES members received prompts on what recent activities they organized at the school, their responsibilities, and their coordination with program staff.
- 74 Whereas FGDs with COGES members and parents are complementary to the quantitative survey, FGDs for WPGs are the primary source of data collection. We ensured the WPG protocol included questions on all relevant evaluation criteria. Questions included whether and how the groups improved individual financial capacity/household conditions and school/canteen conditions, how they coordinate with the schools, and what factors contribute to their longevity.

### **Document review**

- 75 We reviewed available documentation provided by the WFP to gain a deep understanding of the context and current status of the program. We also reviewed additional documents such as the WFP country program, reports on national strategy for the school feeding program in Côte d'Ivoire, monitoring reports, and previous evaluation reports to situate the current program with respect to beneficiary needs and assess the program's relevance in meeting those needs as well as to triangulate the findings from our research. The updated information gave insights into whether there were any shocks or other circumstances affecting the program's stakeholders since the midline evaluation.

### **Data collection training and field testing**

- 76 The AIR team conducted intensive training sessions for the field team between November 6 and November 19. Since the U.S.-based AIR team was unable to travel due to COVID-19, Sonet-CI, our local data collection partner, led the in-person enumerator training, with members of the AIR team joining remotely via Zoom. Prior to the training, AIR held intensive sessions and meeting with the Sonet-CI team to prepare them for leading the training. The enumerators received all training materials and learning proceeded even when there were technology issues (Exhibit 12).
- 77 As part of quantitative data collection training, we trained data collection supervisors and enumerators to use tablets to administer in-person surveys offline, without the need for a Wi-Fi connection. After three days of "classroom" training, the enumerator team had an opportunity to practice with real respondents on November 11. The enumerator team, in collaboration with WFP, AVSI and MENA, conducted a pilot in two schools that were not participating in the evaluation. After the pilot, all enumerators met with the AIR team, WFP, and AVSI to debrief and review the issues that

were encountered. Based on pilot feedback, enumerators returned for two additional days of classroom training before field activities can begin. Final revisions were made to the programmed questionnaires in response to pilot feedback as well.

- 78 Separate trainings sessions were held for all qualitative data collection. As part of qualitative data training, we included role playing, during which the qualitative lead provided feedback to interviewers and note takers to ensure high-quality and complete data collection. During the training, we also discussed any challenges encountered, such as stakeholder discomfort with questions or insufficient time to cover all the questions. The training also allowed us to adjust our protocols, if needed, for clarity, length, or context, and it assisted team members in strengthening their interviewing and summarizing skills in real time.

### Data collection and data quality checks

- 79 Sonet-CI deployed 32 enumerators and 10 supervisors between November 21 and December 10, 2021 to collect survey data. Detailed fieldwork agenda is presented in Annex 7. The 10 mixed-gender teams were supported by two senior teams of coordinators with two vehicles so that they can quickly access the teams in the field. A separate team of three sociologists traveled in the field to conduct interviews and focus group discussions. AVSI field staff facilitated introductions with local authorities and assisted enumerator teams to locate schools and conduct surveys with participants.



Exhibit 8. Data collection training



- 80 We collected data electronically on tablets to enhance the quality of collected data by reducing human errors in transferring the data. Together with Sonet-CI, we programed the survey instruments for use in the field using Survey Solutions software for all surveys. Sonet-CI ensured that all the tablets were equipped with the software and were ready to be tested and used in the field. An AIR fieldwork consultant tested the instruments in the programmed tablets to ensure that questions and answers display properly. We also run quality checks on data collected during the pilot test to ensure high-quality output from the field.
- 81 During the data collection process, AIR provided oversight and support and one fieldwork consultant accompanied the enumerator teams in the field. At the end of each day, the AIR fieldwork consultant met with the enumerators to debrief, inspect their daily data collection logs, ensure that all completed surveys stored on tablets are electronically submitted, and review and plan for the next day's data collection. In the meantime, the AIR data expert downloaded the data through the secure Survey Solutions server to run quality assurance checks. The data expert looked for irregularities in missing data, abnormal values, skip pattern issues, and other anomalies. They also verified the GPS coordinates survey submissions to confirm that data collection teams were traveling to different sites.

## 1.6. DATA ANALYSIS

### Quantitative analysis

- 82 **Performance analysis.** We conducted descriptive statistical analysis by constructing means and percentages to present an initial snapshot of the findings at endline using data from individual or multiple survey items. Using descriptive analyses, we compared mean outcomes at the McGovern-Dole schools with those at the comparison schools by running t-tests and using p-values. We also conducted subgroup analyses by gender and region, highlighting emerging patterns. These highlighted patterns, especially the gender differences, helped us provide WFP with the right

recommendations to adjust the program design and assumptions to ensure gender responsiveness. Where possible, we compared mean outcomes at baseline to midline to endline to show progress over time. The descriptive analysis is presented in tables, bar charts, histograms, and other visualizations to help convey the findings.

- 83 **Impact analysis.** We compared treatment and comparison group outcomes at endline using a DID method. The DID method compares the changes in treatment schools to the changes in comparison schools to determine what impacts we can attribute directly to the intervention. While the DID analysis as part of the impact study is not powered to estimate differential impacts by gender, we conducted subgroup analyses by gender to determine whether boys and girls separately see impacts, but not whether the impacts themselves differ by gender.

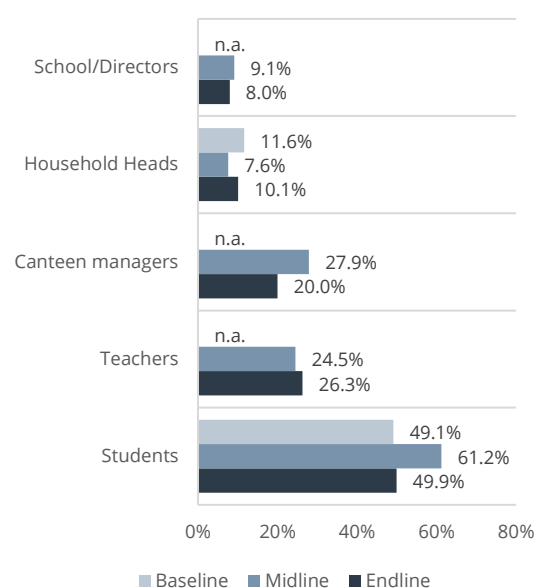
### Qualitative analysis

- 84 **Recording, transcription and translation.** All interviews were digitally recorded (after obtaining consent to record) and transcribed. Before recording, all participants were asked to give their consent to be audio-recorded in a language that they understand, worded at an appropriate level for their educational background. Interviews and focus group discussions conducted in French were translated into English prior to analysis of all documents in NVivo. The evaluation team carefully reviewed all transcripts to ensure the completeness and clarity.
- 85 **Analysis.** The research team coded and analyzed all data from interviews and focus group discussions using the NVivo qualitative software program. The evaluation team created a preliminary coding structure based on the research questions, interview, and focus group protocols. This coding outline was used to organize and subsequently analyze the information gathered through interviews and focus groups. The outline was then modified as new themes and findings emerged during data analysis. After inputting the raw data into NVivo, coders selected a sample of interviews to double code to ensure interrater reliability. The team then inputted the data into the thematic structure. During this process of data reduction, researchers characterized the prevalence of responses, examined differences by region and gender, and identified key findings and themes related to the research questions.

## 1.7. SAMPLE DESCRIPTION

- 86 Our data collection process involved collecting data from multiple stakeholders in each community. The team would make contact with school leaders and conduct a series of interviews including school directors, teachers, canteen managers, household heads, and students. Exhibit 7 shows the number of surveys completed with each group at endline.
- 87 Among teachers, 89 percent were title holders, 3 percent were volunteers and 7 percent were trainees or interns. They have worked as teachers for 6.25 years on average and had been assigned to their current school for 4.71 years.<sup>12</sup> Female teachers were more likely to be trainees or interns (4% vs. 16%) and had less

**Exhibit 9. Percentage of female respondents**



*Note: Data on sex of respondent was not captured at baseline for the Teacher, Canteen, and School surveys.*

*Source: School Survey (N = 44 at midline, N = 50 at endline), Household Survey (N = 681 at baseline, N = 1,149 at midline, N = 771 at endline), Canteen Survey (N = 43 at midline, N = 50 at endline), Teacher Survey (N = 216 at midline, N = 232 at endline).*

<sup>12</sup> Teacher tenure varies between 0 and 31 years of experience with an average of 6.25 and median of 5 years. This suggests that the teacher workforce is relatively inexperienced. Among sampled teachers, 9.5 percent have been teaching for 2 or fewer years and 25.9 percent have been a teacher for 3 or less years.

years of experience that their male counterparts (6.88 vs. 4.48 years). Most teachers taught a single grade.

- 88 While our sample of treatment school students was about equally female and male, respondents of other survey tools were much more likely to be male (Exhibit 9). About a quarter of teachers interviewed were female, as well as a fifth of canteen managers were female. Few household heads from the Household Survey were female, and similarly few directors from the School Survey were female. The percentage of female respondents across the different surveys has remained similar since midline.



## 2. Evaluation findings

89 The evaluation findings and the evidence to substantiate them are presented below. They are structured as a response to each evaluation criteria and subsequent evaluation questions in turn.

### 2.1. RELEVANCE AND COHERENCE

90 In the sections below, we answer all evaluation questions related to relevance and coherence.

#### 2.1.1 To what extent was the intervention's design in line with the needs and priorities of the government, the targeted population, including vulnerable groups—women, girls, boys, and men?

91 **The McGovern-Dole program is well aligned to the Government of Côte d'Ivoire's needs and priorities**, specifically those reflected in the National School Feeding Policy. One government informant said the McGovern-Dole program is *"in line with the national education policy"* and with MENA's educational objectives, both in terms of improving access to education and supporting children once they are in school. Speaking of the close alignment between the McGovern-Dole program's objectives and those of the government, a MENA official commented, *"The objectives of the McGovern-Dole project, I think they are no different from the objectives of the Government of Côte d'Ivoire through the Ministry of National Education, and therefore from the objectives of the school canteen management. The McGovern-Dole project is a project to support what we are already doing."* Specific components of the McGovern-Dole program such as the school meals, deworming, and support for local production groups are part of the School Canteen Management Strategy as well. Lastly, the National School Feeding Policy has four core objectives in education, health/nutrition, environmental protection, and the promotion of local production—all four of which are addressed through the McGovern-Dole program.

92 In terms of responding to the needs of the targeted population, qualitative respondents overwhelmingly agreed that providing school meals—especially in rural areas with high levels of food insecurity—encourages children to attend school regularly, remain at school through the lunch hour, and be able to learn free from the distraction of hunger. As one male parent at the Gontougo school explained, *"If the child knows that if I come to school I will find food, he has the courage to come here."* That said, some families still struggled to give children the 25 francs needed to eat in the canteen. School canteens also do not appear to operate every day. In addition, many informants reported that the dry rations for girls did lead to increases in girls' school attendance, although there were some negative consequences for boys, as discussed later in this report. Respondents also indicated that children in McGovern-Dole schools have trouble with reading and schools lack sufficient resources to help children learn to read, suggesting that the literacy component of McGovern-Dole is highly relevant to local needs. Finally, the women's production groups are clearly in need of the support provided by the McGovern-Dole program, however there were concerns about the profitability and self-sufficiency of these groups and the work remained arduous for the women involved.

93 The WFP intentionally considered the priorities of the government of Cote d'Ivoire and the needs of the targeted population in the program design presented in the WFP's McGovern-Dole proposal for FY2015. The WFP specifically considered the National Development Plan (2013-2015), Social Protection Strategy (2013-2015), Medium Term Action Plan for the Education Sector (2012-2014), and National School Feeding Policy in its program design. Namely, the WFP ensured that the McGovern-Dole activities *"do not duplicate the efforts of any existing efforts but will seek to complement them wherever possible"* (FY2015 McGovern-Dole Proposal). In developing the program design, the WFP also considered the rates of food security and poverty in the northern and western regions of Cote d'Ivoire, the context of the 2010-2011 post-election crisis in the regions, the nutritional needs of children in Cote d'Ivoire, as well as the literacy and educational needs in the country. The program strategy did not include any qualitative data on the views of the targeted population, although the WFP has incorporated those views in the ongoing adaptation of the program, as informed through monitoring mechanisms and evaluation.

### **2.1.2 Was the intervention aligned with the policies and priorities of WFP, partners, and UN agencies?**

- 94 The McGovern-Dole program is closely aligned with the WFP's policies and priorities in Côte d'Ivoire. According to the WFP's Country Strategic Plan<sup>13</sup>, the WFP's main goals in Côte d'Ivoire are to work with the government to achieve food and nutrition security which are two objectives the McGovern-Dole interventions contribute to directly. The WFP is also prioritizing the sustainability of community-based initiatives to address food security and nutrition challenges, and therefore the support to the women's production groups under the McGovern-Dole is aligned with this priority. The plan asserts that the WFP's strategy is *"fully aligned with national development plan for 2016-2020 and the United Nations development assistance framework for 2017-2020,"* suggesting harmonization with United Nations (UN) agency objectives and highlighting the need to *"harness the comparative advantages of the various United Nations agencies operating in Côte d'Ivoire to provide a holistic response to food security and nutrition needs"* (Country Strategic Plan).
- 95 In terms of alignment with the policies and priorities of partners, the WFP's proposal highlights the McGovern-Dole program's support of USDA's Strategic Goal 3, Objective 3.1 to ensure U.S. agricultural resources contribute to enhance global food security. The literacy component of the McGovern-Dole program also aligns with the United States Agency for International Development's Education Strategy Goal 1 for Early Grade Reading, and the school feeding component *"provides a productive safety net that aligns with the objectives and goals of the U.S. Government's Feed the Future Initiative"* (source: FY2015 McGovern-Dole Proposal). Respondents from AVSI and ANADER also viewed the McGovern-Dole program to align with their respective policies and priorities. AVSI emphasized their focus on education with *"institutional anchoring"* through the government, and ANADER noted their goal of enhancing the sustainability of school canteens through support to local agricultural production groups.

### **2.1.3 To what extent have the program design and objectives taken into account the social, economic, cultural, political, and environmental context and equity?**

- 96 The McGovern-Dole program was responsive to the socioeconomic context of households by targeting rural areas in north and northwestern Côte d'Ivoire with high levels of food insecurity. Targeting these areas contributes to equity, as did targeting female students with take-home rations in response to the underrepresentation of girls in schools and the reluctance of families to send female children to school. Additionally, the McGovern-Dole program considered the environmental context by working to provide stoves that consume less firewood than traditional stoves and using organic manure made from beef digestion and plant debris. Finally, in acknowledgement of the finite resources available to support school canteens over the long term, the McGovern-Dole program has worked to supply canteens with local, sustainable products; promote the livelihood of women through production groups; and empower communities to take greater ownership of school canteens. Speaking of environmental and sustainability considerations, a respondent from the Bureau of Training and Consulting for Development (BFCD)<sup>14</sup> said of McGovern-Dole: *"It's a project that I like so much because it takes care of the social, economic and environmental side. Because we don't just produce to produce, we bring in everything necessary for good production and sustainable production."*

### **2.1.4 To what extent was the intervention able to adapt throughout the project to new needs or changing circumstances?**

- 97 The COVID-19 pandemic required several adaptations to the McGovern-Dole program. By necessity, McGovern-Dole activities in schools were temporarily halted because of the pandemic, but the program was able to reallocate resources to focus on raising awareness about wearing masks, the importance of social distancing, and improved sanitation practices. Additionally, the McGovern-Dole partner AVSI made other adaptations to the literacy program by establishing relationships with local radio stations to broadcast courses while children were forced to stay at home due to COVID-19,

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<sup>13</sup> <https://www.wfp.org/operations/ci02-cote-divoire-country-strategic-plan-2019-2023>

<sup>14</sup> Bureau de Formation et de Conseil en Développement

mobilizing communities to promote reading, and providing remedial courses, among others. COGES members who participated in our qualitative study also described responding by providing handwashing stations in schools and masks for students. Ultimately, the WFP reported that the COVID-19 pandemic did not cause any gaps in school feeding.

#### Exhibit 10. Eating school lunch



Source: PAM

98 Apart from COVID-19, one informant from ANADER said the McGovern-Dole program was able to adapt to climate change by slightly shifting the agricultural calendar for production groups. Other changes in the program occurred in relation to the plan to transition responsibilities for the program to the government and communities. Originally, the WFP planned to train 50 WPGs each year and transition responsibilities for school feeding to those groups. The WFP conducted a contextual analysis and, based on their understanding of the preparedness of stakeholders, decided to adapt the plan to support 50 groups during the five-year period of Phase 1 and delay the transition of responsibilities until Phase 2.

#### 2.1.5 To what extent have the intervention design and implementation taken gender into account?

99 The design and implementation of the first phase of the McGovern-Dole program considered gender—and support for women and girls in particular—in several important ways. First, the program provided dry food rations for girls to take home to their families (conditional on regular attendance) to incentivize girls' attendance. According to a MENA official, *"We had noticed at one point that there was a low enthusiasm of parents to send the girls to school. It may have taken the arrival of the McGovern-Dole project, which in one of its components provided for the provision of dry food for young girls to take home. And as the condition to have these foodstuffs, it was necessary that the child reached the CM and also reached a certain number of attendance rates in class before being able to benefit, so this is what allowed the parents to be able to understand and let the girls go to school."*

100 A second way in which gender was considered in the McGovern-Dole program is the targeted support to women's production groups. While women were not directly paid through the McGovern-Dole program, WPGs were provided with inputs such as seed and fertilizer, they were given agricultural training and extension support, and the DCS committed to purchasing at least 30 percent of the groups' production to supply other schools. Several respondents reported that women have been socioeconomically empowered through their involvement in WPGs and with the support of the McGovern-Dole program. For example, a representative from the BFGD said, *"...here in the north it is the men who have the monopoly, they take all decisions. But with this project, we lived this in village where men approached us to say that because of your project, our women have money now."*

Women themselves, too, reported being able to help resolve shortages at the canteen and joining cooperatives: *“We can help in the canteen if we say that their rice is finished, we can help. We made a cooperative so we can go and buy the rice”* (Gontougo WPG). Despite these encouraging reports of women being supported and empowered through involvement in WPGs, respondents also noted the serious time constraints women face that may be exacerbated by their work for WPGs. Additionally, women said they are asked to contribute and to pay for things in some situations and the profitability of the WPGs is unclear.

101 While the McGovern-Dole program has made commendable efforts to support women and girls, there remain structural and systemic barriers to gender equity and sustainability in the context of the program. Firstly, respondents largely noted that men are less engaged in matters related to school feeding and canteens in particular. As one WFP respondent put it, *“There is also what I would call the disinterest of men at first for the program of school canteens. That, too, is something cultural because in our culture we say everything that is eaten there is for women you see and so that too is a cultural gravity that can have an impact on the sustainability of school canteens.”* Secondly, there are land rights issues that prevent WPGs from having true ownership of their plots and the program has had to request *“temporary concessions”* from land chiefs to allow WPGs to maintain control their land.

### 2.1.6 What were the synergies between the intervention and other WFP interventions?

102 Respondents from WFP agreed that the McGovern-Dole program is well aligned and complementary to their other work in Côte d’Ivoire. According to the FY15 WFP proposal to USDA, the WFP also provides school meals in six additional regions: Guemon, Tonkpi, Worodougou, Bere, Kabadougou, and Folon. As one respondent put it, *“the McGovern-Dole fits perfectly into the objectives of the WFP,”* while others mentioned WFP’s portfolio of work in Côte d’Ivoire to support partnerships towards their ultimate goal of eliminating hunger. Specifically, WFP also supported the Integrated Program for Sustainable School Feeding which aims to help rural communities support school feeding programs. Through this program, the DCS has taken over responsibility for school feeding in 3,000 schools (source: FY2015 McGovern-Dole Proposal). This prior school feeding intervention—with its emphasis on handover to government—served as a building block and directly complemented the subsequent McGovern-Dole program.

### 2.1.7 To what extent was WFP’s intervention consistent with the policies and programs of other partners operating in the same context?

103 The WFP participates in both the Global Partnership for Education and the Education Sector Group in Côte d’Ivoire to share information about the McGovern-Dole program and learn what fellow education and school feeding partners are doing. The WFP’s partners AVSI and ANADER viewed the McGovern-Dole program as consistent and complementary to their other programming in Côte d’Ivoire (see also section 2.1.2). AVSI designed McGovern-Dole literacy activities according to the USAID MATTERS framework<sup>15</sup> (see Exhibit 15) to meet the needs of teachers and students in the program and to build on recent government efforts to strengthen instruction at the primary school level. For example, in 2016, the government increased from four to five school days (from 26 to 30 hours of instruction<sup>16</sup>). A respondent from AVSI also described the McGovern-Dole consortium’s ability to leverage relationships with other partners (the United Nations Children’s Fund [UNICEF], in this case) to secure access to

**Exhibit 15. Reading MATTERS Conceptual Framework**



Source: USAID, 2019

<sup>15</sup> [https://www.globalreadingnetwork.net/sites/default/files/media/file/Reading%20MATTERS%20Conceptual%20Framework\\_v7\\_October%202026%20%281%29\\_final.pdf](https://www.globalreadingnetwork.net/sites/default/files/media/file/Reading%20MATTERS%20Conceptual%20Framework_v7_October%202026%20%281%29_final.pdf)

<sup>16</sup> <https://www.gouv.ci/actualite-article.php?recordID=6901&d=6>



sensitive areas: “We worked in collaboration with UNICEF to facilitate access to schools in areas where there were political crises. We set up a platform with all the structures such as UNICEF, WFP...there are other structures, Save the Children to name but three... we set up a platform during the political crisis where we facilitated, then we also intervened in remote areas, so we participated to allow that where it was areas really hot politically, we facilitated access to school.” This example is illustrative of the collaboration and consistency between the WFP and other partners operating in the same contexts within Côte d’Ivoire, as confirmed by multiple respondents.

104 For the literacy component, AVSI reported being actively involved in the Local Group of Education Partners. However, during the course of our study, the evaluation team learned of an education intervention funded by the World Bank called The Côte d’Ivoire Education Service Delivery Enhancement Project (PAPSE), which began in 2018 and operates in some of the same areas as the McGovern-Dole project. While the PAPSE program has complementary objectives (improving learning outcomes at the primary school level), respondents did not mention any linkages between the McGovern-Dole and PAPSE programs which could reflect a missed opportunity in terms of potential synergy and coordination across the two programs.

### 2.1.8 To what extent were the intervention design and implementation consistent with humanitarian principles?

105 The design and implementation of the McGovern-Dole program are well aligned with the WFP’s four humanitarian principles of humanity, impartiality, neutrality, and independence. In terms of humanity, the program appears to have been delivered in a way that respected the dignity of the people being served and the quality of the services was perceived to be good. The McGovern-Dole program delivered assistance impartially to the targeted recipients, with no evidence of deliberate discrimination. In terms of neutrality, there is no evidence that the McGovern-Dole program or its staff took sides in any conflict or prioritized resources for certain groups over others. Finally, the McGovern-Dole program was designed and delivered independently based on the WFP’s Country Strategic Plan for Côte d’Ivoire, the needs of the population, and the government’s priorities in terms of addressing those needs.

## 2.2. EFFECTIVENESS

106 This section summarizes results on program effectiveness. We next provide descriptive statistics related to outputs and outcomes in terms of enrollment, student learning, teacher practices, food and nutrition, and health for treatment schools based on data collected from school, teacher, canteen, student, and household surveys. Wherever possible we present findings contrasted with findings at baseline and at midline and we show regional differences. We complement findings with evidence from qualitative data. A full list of McGovern-Dole indicators is presented Annex 8.

### 2.2.1 To what extent have the outputs and outcomes been achieved (are they likely to be achieved)? What are the factors that have influenced the achievement or not?

107 The program largely achieved its immediate outputs of providing direct support to increase the frequency and availability of school canteen programs as well as support to teachers.

108 **School records showed a continued decline in overall student enrollment during the five-year period of program activities.** As seen in Exhibit 16, the average number of enrolled students in program schools was 212.6 at endline, which represent a decline from midline and baseline (228.0 and 236.0, respectively). By contrast, enrollment in comparison schools rose from 149.6 students at baseline to 170.0 at midline, and 170.4 at endline, on average.

**Exhibit 16. Average student enrollment by grade**

Grade	Baseline	Midline	Endline
CP1	58.0	43.9	40.5
CP2	52.1	43.0	37.2
CE1	44.5	42.4	39.9
CE2	39.4	40.6	37.9
CM1	35.2	36.4	36.4
CM2	30.1	34.1	30.4
<b>All</b>	<b>236.0</b>	<b>228.0</b>	<b>212.6</b>

Source: School Survey (N = 68 at baseline and midline; N = 50 at endline).



Moreover, recent MENA report showed that nationally student enrollment increased by 2.5 percent annually between 2016 and 2020.<sup>17</sup>

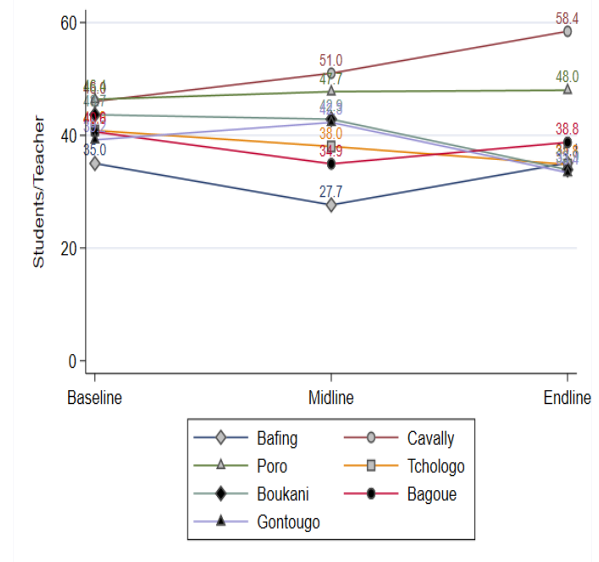
109 The decline in enrollment is most prominent in the lowest grades which had the largest class sizes. At baseline, there were 58 students in CP1 on average but only 40.5 at endline. Similarly, there were 52.1 students in CP2 on average at baseline but only 37.2 at endline. Possible explanations for these findings can be that parents may be choosing to enroll them in other nearby schools benefiting from other programs such as the PAPSE program. A concerted effort to increase school and classroom availability partially explains this result.<sup>18</sup>

110 On the other hand, the average number of students in the upper grades remains stable, suggesting that parents may be keeping their children enrolled in school at the same rates once they start. It appears that roughly the same net numbers of children are remaining in school through CM2 as in earlier rounds. As we see later in the report, the decline in student enrollment appears driven by boys who were discouraged to enroll and attend schools and were also pulled out of school to work in the fields and support their families. Additionally, this decline could have also been influenced by the opening of other schools close to students' villages, where parents chose to enroll their students instead.

111 At baseline, some schools did not have enough teachers for each grade and students were combined into bigger multi-grade classrooms which resulted in large class sizes. This problem persisted from baseline through endline. In fact, the average number of full-time teachers per school has slightly declined from 5.5 at baseline to 5.4 at midline and 5.3 at endline.<sup>19</sup> Exhibit 17 shows the ratio of students per teacher remained consistent in most with regions, with Bafing seeing an increase from 27.7 students per teacher at midline to 35.1 students per teacher at endline, and Cavally seeing a similar increase from 51.0 students per teacher at midline to 58.4 students per teacher at endline.

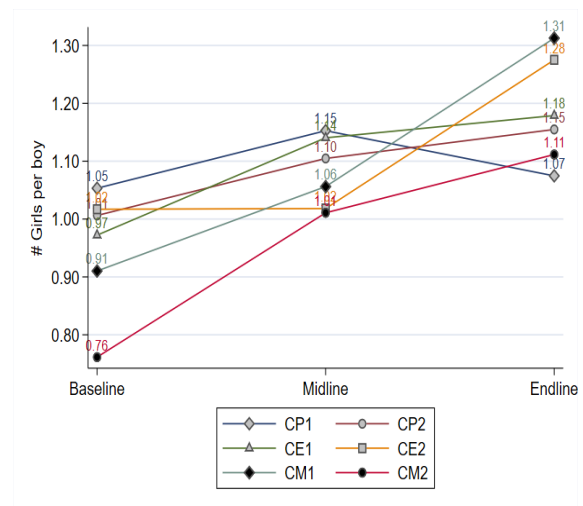
112 **We detected steady increases in the ratio of girls to boys over the course of the program.** Exhibit 18 shows schools reported a higher ratio of girls to boys in each of the six grades at endline compared to midline. CP1 was the only grade that saw a decrease from midline to endline, but it still remained above the baseline

**Exhibit 17. Trends in student teacher ratios**



Source: School Survey (N = 68 at baseline and midline; N = 84 at endline).

**Exhibit 18. Trends in girls-to-boys ratios**



Source: School Survey (N = 68 at baseline and midline; N = 50 at endline).

<sup>17</sup> [https://www.men-dpes.org/static/docs/annuels/rap\\_ana\\_20192020.pdf](https://www.men-dpes.org/static/docs/annuels/rap_ana_20192020.pdf)

<sup>18</sup> The PAPSE project includes a range of preschool and primary school interventions including construction of 113 new preschools and primary schools in Bagoue, Poro, Bounkani, and Tchologo between 2018 and 2020. The MENA report also shows that the number of primary schools in Cote d'Ivoire has increased by 3.3 percent annually between 2016 and 2020.

<sup>19</sup> When considering full-time and volunteer teachers, the average number of teachers per school declined from 5.8 at baseline to 5.6 at midline to 5.5 at endline.

ratio. This trend appears to be driven by the take-home rations encouraging girls to enroll and remain in school whereas boys become discouraged. Indeed, the ratio increased the most for children in CM1 and CM2. These trends suggest that girls are increasingly enrolled in school, to the point that they are more likely to enroll in school than their male counterparts.

113 **We find that students missed only a small number of classes due to illness.** Exhibit 19 shows that the average student only missed 1.4 days of school over the course of the 2020-2021 school year. With this small number of days absent, we see that children were generally present at school and able to access all school lessons and school feeding programs. The percentage of students who missed more than 10 days of school due to illness remained low at endline, although this share increased by 1 percentage points relative to midline. This endline result continues to meet the baseline target of fewer than 10 percent of students. Despite reports that school closures due to COVID-19 were rare, some of the increase in absence could be related to children contracting COVID-19 or due to those limited closures.

**Exhibit 19. Student absence due to illness**

	Midline	Endline
Average student days absent in 2020-2021 school year	1.3 days	1.4 days
Percentage of students absent more than 10 days due to sickness	0.7%	1.7%

Source: School Survey (N = 704 at midline, N = 607 at endline).

114 **Students remained attentive in class.** Similar to midline, teachers said that more than 6 in 10 of their students were attentive on a typical day. On average, 6.3 students out of 10 were attentive at endline vs. 6.7 out of 10 at midline. Girls were slightly more attentive than boys according to teachers with some regional differences (Exhibit 20). Despite some regional variance, all of the regions fell short of the 9 out of 10 target set at baseline.

**Exhibit 20. Student attentiveness by gender and by region**

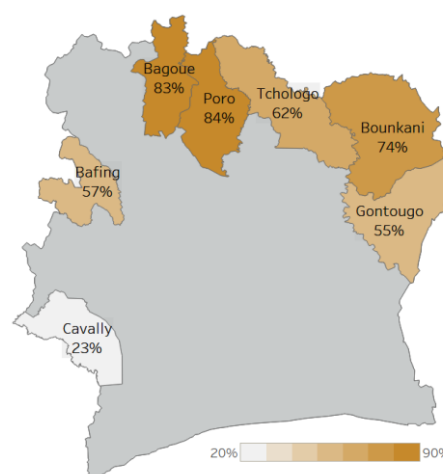
Gender	Bafing	Cavally	Poro	Tchologo	Boukani	Bagoué	Gontougo
Girls	5.21	6.69	6.12	6.24	7.05	6.83	6.35
Boys	5.29	5.92	6.07	5.19	6.79	6.8	6.52
All	5.25	6.31	6.1	5.71	6.92	6.81	6.43

Source: Teacher Survey (N = 216).

115 Significant efforts were made to provide students with regular instructional materials and government-mandated textbooks.<sup>20</sup> According to school directors, since 2016, the MENA and the McGovern-Dole program have provided 90 percent of schools with instructional materials. Three out of four directors said they received a new textbook as recently as 2021. In line with rollout of the national reformed curriculum for early grades, the CP1 and CP2 textbooks appear to be newest while the textbooks for the other grades are older.

116 On average, 67 percent of teachers reported that all or almost all of their students had access to a textbook during last school year and 69 percent of teachers reported that all or almost all of their students have access to a textbook during the current school year, with large regional

**Exhibit 21. Percentage of teachers reporting that all or almost all their students have access to a textbook**



Source: Teacher Survey (N = 216).

<sup>20</sup> Specific reading materials and teaching supports developed by AVSI are discussed below and shown in Exhibits 27 and 28.

discrepancies (**Error! Reference source not found.**).

117 Teachers reported that students get their textbooks from their parents (62%), the government (59%), private donors (16%), or other sources such as PAPSE and AVSI (13%). Most teachers said that textbooks are distributed every year (66%).

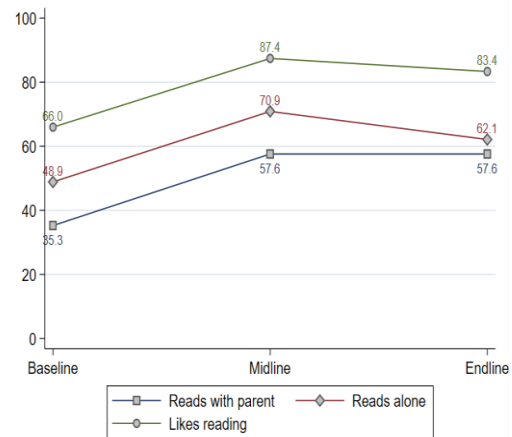
118 However, despite high access rates to textbooks and frequent distribution of textbooks mentioned above, 61 percent of teachers find that the quantity of available textbooks in their classrooms is currently insufficient. This may reflect a perception that every child needs a textbook.

119 Program implementers echoed these findings; several people said that the McGovern-Dole program helped to increase the availability of reading materials to schools, but even so, schools still had insufficient access to such materials. One representative from the Direction of Pedagogy and Continuing Education (DPFC) explained, *"I can say that the project responds [to the needs] because at the beginning [...], we said that the teachers do not have materials in the field and the project did not hesitate to make the material available to the teachers."* In the same vein, several people described libraries that the program helped provide to schools. Yet, like the teachers, other participants in the qualitative study concurrently claimed that the materials were not sufficient. The AVSI Chief of the Education Project explained: *"Teaching conditions are generally not good. Teachers do not have a dedicated textbook to follow the curricula and the children they teach do not have access to textbooks. Especially where we are in the villages, access to the textbook is not easy. Parents are forced to buy, but for the most part, they do not have the means."* Although the libraries may have increased the number of books available, teachers and students still struggled to access classroom textbooks.

120 **Student attitudes toward reading and reading practices at home remain high.** Exhibit 22 shows that, like at midline, most students said they liked reading (83%), they read at home with a parent or someone (58%), or alone (62%). Interestingly, unlike at midline, fewer students reported their family had books at home (64%), but 15 percent of students reported having children's books at home.

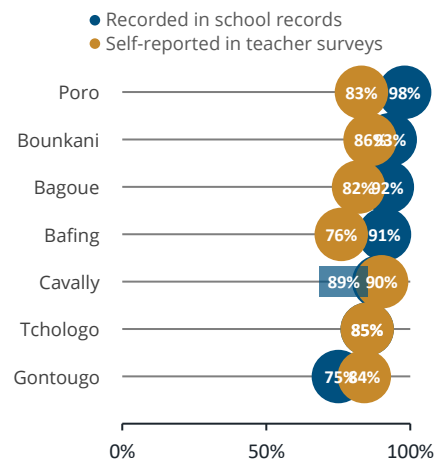
121 **Teachers maintained high rates of school attendance.** Like midline, based on records kept by the school director, teachers attended on average 95 percent of school days during the 2020–2021 school year and 92 percent of teachers attended at least 90 percent of the time. These high attendance rates were confirmed by the data from the teacher survey, although teachers self-reported slightly lower attendance. Teachers reported that they attended on average 93 percent of the school days during the previous school year and 82 percent of teachers attended at least 90 percent of the school days (**Error! Reference source not found.**). The gap in attendance between the school records and the teacher self-reports can be explained by a combination of 1) inflation of attendance in the school records where teacher attendance is recorded at higher rates; 2) difference in the teachers being recorded in the previous year and the teachers reporting in the surveys; 3) recall bias where teachers do not correctly remember the

**Exhibit 22. Trends for reading practices**



Source: Student Survey (N = 573 at baseline; N = 1,130 at midline; N = 771 at endline).

**Exhibit 23. Percentage of teachers attending at least 90% of days by region**



Source: School Survey (N = 50), Teacher Survey (N = 216).

exact number of days they have missed in the previous year; or a combination of the three. Despite improvement in these metrics from baseline, they still do not meet the baseline target of 95 percent of teachers attending school at least 90 percent of the time.

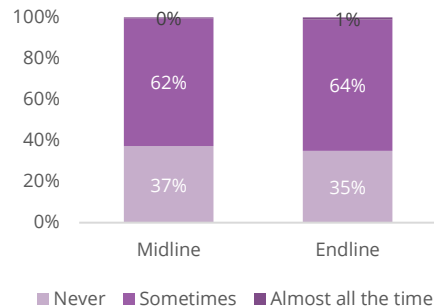
122 When teachers missed school, they were absent mainly for mandatory trainings, administrative meetings, salary disbursements or sickness. Teacher absences ranged from just a few days to more extended periods of time. Overall, 18 percent of teachers reported missing more than 10 percent of school days which likely negatively affected their students.

123 While students were not able to provide specific information on their teachers' attendance, two thirds of students reported that sometimes they were prevented from having class because their teachers were absent. Only 1 percent of students reported that their teacher was absent almost all the time. These findings are very similar to findings during midline (**Error! Reference source not found.**).

124 **The proportion of AVSI trained teachers has dropped.** While 92 percent of school directors reported that the teachers in their school have received a training on reading instruction, only 63 percent of teachers said that they had participated in the AVSI training on improving teaching in reading, with significant regional variation (Exhibit ). This represents a big decline since midline when a vast majority of teachers (90%) reported so. This decline is mainly due to teachers not correctly remembering the training or AVSI trained teachers leaving the schools and newer teachers having few opportunities to receive the training. Among the reasons for not receiving the AVSI training, teachers reported they had recently transferred from a school where the training was not offered, they did not know about the training, or thought it was only for directors.

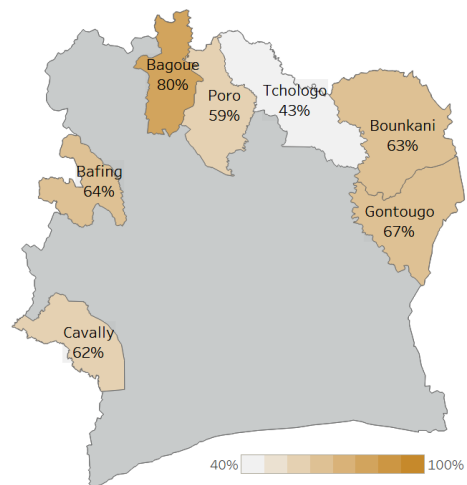
125 Teachers who received the AVSI training on teaching literacy attended on average two and a half days, mostly a few years ago. As shown in **Error! Reference source not found.**, most teachers reported attending the training in 2018

**Exhibit 24. Student reporting on teacher attendance**



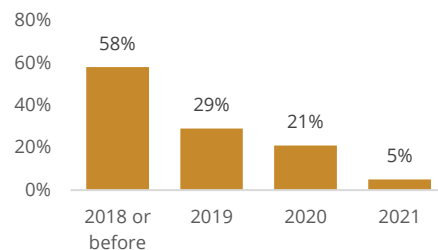
Source: Student Survey (N = 1,149 at midline; N = 771 at endline).

**Exhibit 25. Percentage of teachers participating in AVSI training on reading instruction, by region**



Source: Teacher Survey (N = 216).

**Exhibit 26. Timing of AVSI training attendance**



Source: Teacher Survey (N = 137).

or earlier (58%).<sup>21</sup> All trained teachers found the training was useful and 98 percent of teachers reported applying it into practice “often” or “always”.

126 Pedagogical advisors are visiting teachers in their classroom, but teachers would like more continuous professional development. Directors reported that in 84 percent of schools a pedagogical advisor visited each teacher and classroom once or twice in the previous year. This finding was confirmed by 69% of teachers who said they received two visits on average.

127 In terms of continuous professional development, practically all teachers said they would like to receive it (99%), but some are not yet getting it. According to directors, 42 percent of schools received continuous professional development for teachers but only 26 percent of teachers reported that they have received regular trainings organized by MENA. This finding contradicts reports from a program implementor that all teachers benefited from continuous professional development between 2016 and 2020 provided by the pedagogical advisors and school inspectors. Majority of teachers are interested in receiving online courses (84%) but so far, only 18 percent of directors said that teachers have received an online training.

128 **Teachers engaged in a variety of reading activities designed by AVSI.** During the previous school year, 61 percent of teachers of grades CP1 and CP2 used a student assessment tool “General Grid for Student Performance.” The majority of teachers organized reading activities at their school such as animation reading (70%) and reading competition (59%). About half (45%) of teachers reported meeting on average three times with other teachers to share experiences and discuss reading activities. These percentages are particularly low as these activities are included in the work plan for all teachers, all teachers participate in pedagogical days organized by regional inspectors, and they attend school meetings organized by their director to facilitate sharing of experiences. One possible explanation is that teachers did not recall engaging in all of these activities but remembered just one or two. Exhibit 27 shows the regional differences in the percentage of teachers engaging in additional reading activities.

**Exhibit 27. Percentage of teachers engaging in additional reading activities**

Reading activities	Cavally	Bagoué	Gontougo	Bounkani	Tchologo	Poro	Bafing
Used assessment tool “General Grid for Student Performance” *	75%	69%	62%	66%	71%	52%	33%
Received a classroom visit from a pedagogical advisor	54%	80%	76%	79%	43%	71%	57%
Organized an animation reading at school	17%	88%	66%	91%	40%	77%	60%
Organized a reading competition	83%	63%	66%	36%	75%	54%	30%
Participated in meeting with other teachers to share experiences	23%	57%	41%	42%	57%	44%	36%

Source: Teacher Survey (N = 216).

\*This assessment tool was only prescribed to teachers of grades CP1 and CP2 (N = 69).

129 **Teachers used AVSI reading instructional tools and materials consistently.** The use of reading instruction materials remained at very similar levels between midline and endline. Among the AVSI-provided reading and writing materials, teachers used mostly reading boards (69%), illustrated boards (60%), and mobile libraries (56%), followed by sculpted plastic letters (24%) and junior dictionaries (23%). While almost all teachers reported using the tools and materials “often” or “always”, they seemed to use just a few of the tools in their classroom. 39 percent of AVSI trained

<sup>21</sup> There may be some recall bias in teacher responses to this question as they may not remember exactly when the training happened or may be confusing the AVSI training with other profession development training provided. In fact, AVSI has not conducted trainings in 2021.

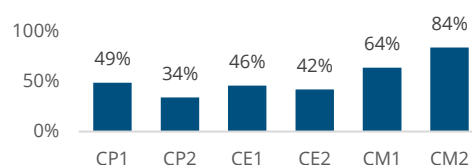


teachers reported using at least three of the tools and only 21 percent reported using at least four of the tools. The use of instructional tools and materials was also confirmed in student surveys where students reported having similar access to these materials in their classroom since midline (**Error! Reference source not found.**).

130 **Teachers were increasingly teaching using students' local language.** At midline, only 27 percent of teachers reported that they were teaching part of their class in their students' native language to help convey certain lessons to students. The percentage of teachers doing so increased to 41 percent at endline with a substantial variation across regions (**Error! Reference source not found.**). While this is an encouraging development given evidence of the importance of teaching using students' mother tongue, this suggests that reading assessments may need to be adapted to the language of instruction to capture realistic reading proficiency levels (Nakamura & de Hoop, 2014; Pflapsen et al, 2015). To the extent that teachers were increasingly focusing on reading using local languages, that change could partially explain decreases in reading levels from midline to endline since we conducted our reading assessment in French (see other possibilities below).

131 **Half of teachers reported they were not able to complete the curriculum.** Only 51 percent reported that they were able to complete their curriculum for the 2020-2021 academic year. Exhibit 30 maps the percentage of teachers who completed last year's curriculum by region. These findings were confirmed by the school directors who were able to show their curriculum registries. The problem of curriculum completion affected all grades and seemed to be particularly severe for the CP and CE grades (**Error! Reference source not found.**).

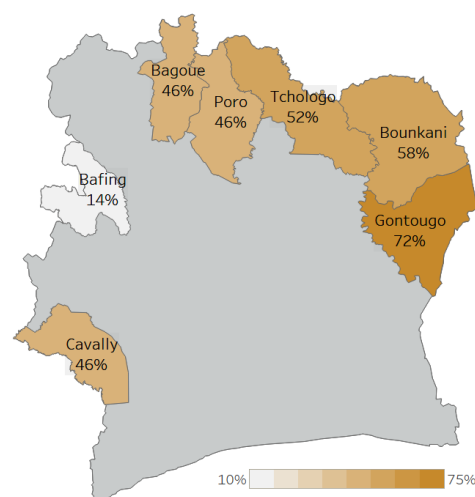
**Exhibit 31. Curriculum completion by grade**



Source: School Survey (N = 39).

132 Teachers said they were not able to finish the curriculum because of COVID and the need to do revisions over content from previous year, had to do revisions as students are behind with the program, curriculum change and training due to competing PAPSE intervention<sup>22</sup>, teacher strikes, interruptions due to elections and security threats.

**Exhibit 30. Percentage of teachers who competed the last year's curriculum, by region**



Source: Teacher Survey (N = 216).

133 To quantify the number of days students missed during the school year because schools were not open due to outside factors such as COVID, teacher strikes, election interruptions and security threats, we compared the reported number of planned days and the number of actual days of school during the previous school year. The average difference between planned vs. actual days in program schools was 5.7 days at baseline, 7.0 days at midline, and 14.9 days at endline (after removing outliers of more than 50 days). The comparison schools had similar gap between planned and actual days of school at baseline and slightly higher gap at midline and endline (3 more days and 1.5 more days, respectively).

134 **The focus in the health and hygiene training for teachers is shifting.** Besides professional development aimed to improve teaching practices, teachers, and sometimes students, receive health and hygiene related trainings as well. The status of received trainings since 2016 on various health practices at endline was somewhat similar to what it was at midline with some shifts in focus (Exhibit ). The percentage of schools where skill-based health education and HIV/AIDS prevention trainings were provided remained mostly unchanged. While 50 percent of directors reported that schools received deworming treatments for students, the number of schools where the director

<sup>22</sup> The Côte d'Ivoire Education Service Delivery Enhancement Project (PAPSE), funded by the World Bank, was launched in 2018.

reported a deworming training for teachers was provided dropped from 63 percent to 24 percent, though a majority of directors reported this was a government provided training. According to a program implementer, the DCS was unable to distribute deworming tablets due to a shortage of the medication and the only tablets distributed were from the Ministry of Health. There appears to be more of a shift towards training focused on nutrition education and hygiene and sanitation best practices. In fact, directors reported that information sessions on nutrition education (34%) and micronutrient supplements (26%) are provided for their students as well as sessions on hygiene and sanitation best practices (26%). Only 4 percent of directors said that the students from their school have received a training session on vegetable garden activities.

**Exhibit 32. Type of health-related teacher trainings**

Type of Training	Baseline	Midline	Endline
Nutrition Education	25.0%	54.4%	60.0%
Skills-based Health Education	35.3%	38.8%	38.0%
Hygiene and Sanitation Best Practices	n.a.	n.a.	30.6%
Deworming	67.6%	62.7%	24.0%
HIV/AIDS Prevention	22.1%	11.8%	8.2%
Malaria Prevention	10.6%	4.8%	2.0%

Source: School Survey (N = 68 at baseline and midline; N = 50 at endline).

**135 Distribution of deworming tablets occurred inconsistently.** Several parents reported that their children received deworming tablets at school and claimed that having the tablets allowed children to stay healthy and remain in school. However, as stated above, a program implementer explained that a shortage of tablets led to the inability of the DCS to distribute the medications. Some program staff and parents supported this claim by stating that the distributions did not always occur. For instance, the AVSI M&E Manager said that distributing the deworming tablets required the Ministry of Health, which may have impeded efficiency: *“Even the vitamin intake requires that this be done [according to] the standards and then that they must be deployed within the departmental health directorate. As part of this project [...], the [tablets] were distributed not all the time.”* As stated above, 50 percent of directors in McGovern-Dole schools said that their students received deworming treatments. These findings paralleled those in the midterm evaluation in which students in McGovern-Dole schools were more likely to have received deworming tablets, but they did not receive them 100 percent of the time.

**136 All program schools had a canteen and a kitchen to prepare food.** Unsurprisingly, according to directors, 98 percent of schools benefited from a school feeding program provided by the WFP in the last two years and 97 percent of schools benefited from a school feeding program during the 2020-2021 school year.<sup>23</sup> Lunch meals were always served to both boys and girls. Take-home rations were provided to girls from CM1 and CM2 in most schools in Poro, Tchologo, and Bagoué as well as in a small number of schools in Bounkani and Gontougo which may be an error on the part of the school directors. Take-home rations for boys were not reported in any school.

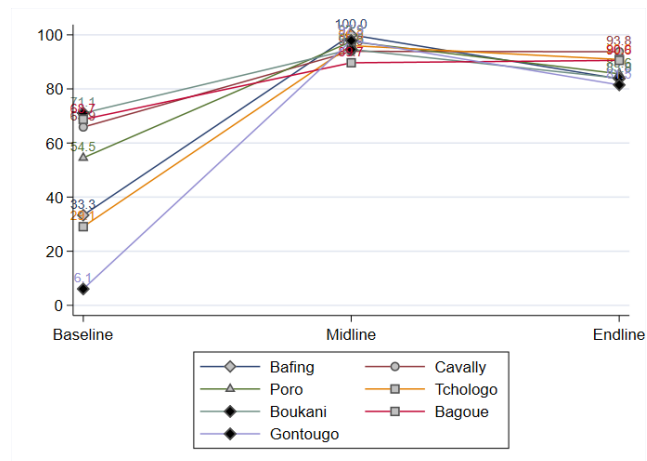
**137 Parental awareness and use of school canteens remained very high.** Similar to midline, almost all parents (90%) of children enrolled in program schools were aware of the school canteen program, and almost all (95%) reported that their children ate at the canteen in the previous school year. On average, students ate 3.8 days a week at the canteen. While most children ate at the canteen regularly (three days a week or more), less than half (41%) of children at the canteen every school day. The main reasons for not sending their children to eat at the canteen were because parents preferred that they ate at home or because of the canteen cost of 25 francs.

<sup>23</sup> Among comparison schools, 17 percent of directors reported that their school has also benefited from a school feeding program mainly provided by the Government of Côte d’Ivoire.

138 **We find that schools maintained the frequency canteen feeding that we saw at midline.**

At endline, Exhibit 33 shows that treatment schools held canteens in roughly 88 percent of school days. This rate is only slightly down from the 94 percent of schools that administered canteens at midline. Importantly, at endline, schools made canteens available much more regularly than they did at baseline. When the McGovern-Dole program started, there was a very wide range of school canteen availability, from being held 6.1 percent of school days in Gontougo to 71.1 percent of school days in Bounkani. By endline, the rates for each of the seven regions converged to the high overall average rates. Taken together, this finding suggests that school canteen programs had very different implementation rates prior to the intervention but that programmatic support successfully yielded regular school canteen implementation across all seven regions.

**Exhibit 33. Percentage of school days with canteens by region**



Source: Canteen Survey (N = 69 at baseline; N = 67 at midline; N = 50 at endline).

139 **The McGovern-Dole program developed local capacity to supply food to schools, although incompletely.**

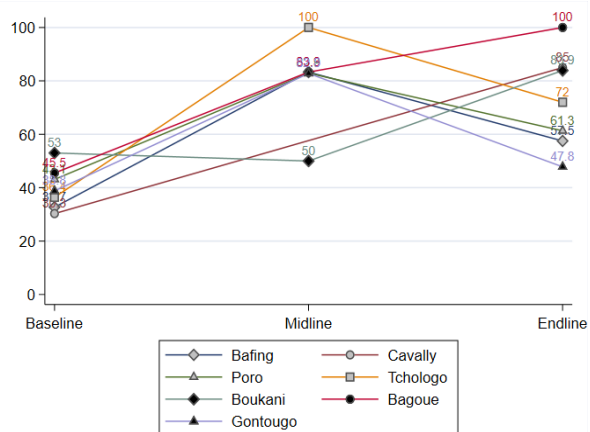
Through our focus groups and interviews, parents and other stakeholders also observed that the school canteen provided healthy meals to students, thanks to the support of the WPGs and wider community. As one WPG member in Tchologo said, *"The donation of the women's group comes. There is also the village that comes to help. The village meets, everyone gives something, [...] and together we give to the canteen."* Some boys in the communities also helped the women with weeding and other manual labor, while COGES would follow up to make sure the canteen was functioning well. Overall, the structure of the WPGs helped to produce locally grown foods for the school canteens.

140 However, the women faced some challenges. According to the members' reports, many of the WPGs had grown significantly in recent years. For instance, the group in Poro started with 26 members and now has nearly 60. The one in Bagoué has also increased from 15 to 60 members and has acquired two additional hectares for production. Doing the agricultural work with the group allowed the women to produce food efficiently. As one group member stated, *"It's good because by going to the field, we want to do a job. If it's [in the] grouping, we can do in in two hours and it's over, but if you're alone, you can't do that."* Groups did not always experience this positive workflow, however. In contrast to the Poro and Bagoué groups, the WPG in Gontougo has decreased in size and the women are aging, resulting in a less vigorous workforce. WPG members also expressed needs for additional equipment, tools, and training. They often had to pay for materials such as gasoline out-of-pocket. The women also faced some challenges with land rights and irrigation. As a result, the women's production did not sufficiently meet the needs of the school canteens, and the groups have requested additional support from program implementers.

**141 The percentage of school days when canteens served minimum dietary diversity meals decreased.**

Minimum dietary diversity is defined as a day's meals consisting of at least four of the following food groupings: 1) cereals, 2) tubers and root vegetables, 3) legumes and nuts, 4) dairy products, 5) meat, fish, and giblets, 6) eggs, 7) high vitamin A fruit and vegetables, and 8) other fruit and vegetables. After a strong increase between baseline (41.3%) and midline (82.5%), only 66.8 percent of schools served minimum dietary diversity at endline. These findings are particularly surprising considering that endline data were collected in November and December, when we would expect food security to be greatest during harvest season, as opposed to April and May (as at baseline) or September and October (as at midline). Exhibit 34 shows an upward trend in Cavally, Bagoué, and Bounkani and a hump shape trend in the other regions. Serving adequately diverse food on fewer days may lead to reduced intake of energy and nutrients, which can lead to weaker nutritional status. Given the finding in Exhibit 33 that schools hold canteens on roughly equally often at midline and endline, then it suggests that the canteens more frequently serve food that do not satisfy minimum dietary standards.

**Exhibit 34. Trends in minimum dietary diversity by region**



Source: Canteen Survey (N = 69 at baseline; N = 67 at midline; N = 50 at endline).

**142 The quality and quantity of food in the canteens were inconsistent.** Despite the community support to the canteens, participants in our interviews and focus groups held differing views about the quality and quantity of food in the school canteens, and many felt that the canteens were not as consistent as the past. Paralleling the quantitative findings about decreased dietary diversity in schools, several people reported that the quality and quantity of food in the canteens had recently decreased. Parents noted that as a result, children are not as full after eating in the canteens as they used to be. For instance, one father in Tchologo stated, "There is indeed a change. Before with the sum of 25 [FCFA], the children could eat properly, but currently with 50 francs they are not satisfied. At 10 am, they drank milk, at noon there was sardine, rice—all that. Today you will [give your child] 50 francs, the child is not full." Another claimed, "Now some children, after eating the dish of the canteen, can go to eat again at home which was not the case before." Parents said that the amount of food in their local school canteen varied—sometimes it was enough, other times, not. Accounts of the meal quality varied as well—some claimed the meals were nutritious, while others claimed they were not nutritious enough. Contrary to the quantitative findings, some people also reported that the canteens at their local schools were open fewer days than before. One parent noticed, "The school canteen is not there at all times. They had started, now it stopped. It's this change there—it's not regular as before. [...] I don't know what makes that."

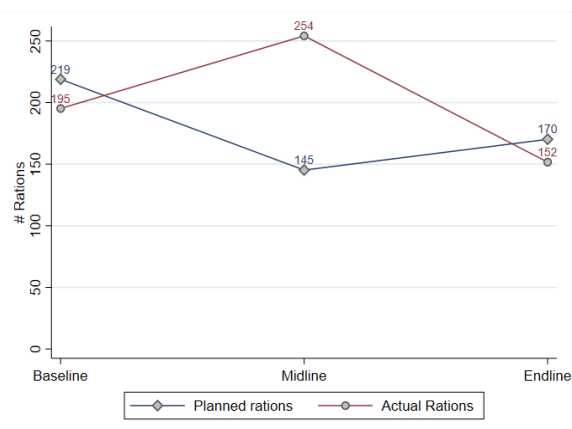
**143** Reported decreases in food quality and quantity at the canteens may have resulted from the inability of the WPGs to meet all the needs of the school canteens that are not met by the McGovern-Dole program. As a BFCDC coordinator claimed, "Even though WFP gives food to distribute, not all children eat in the canteen; it is not enough. Also, what we do with the ladies, we have not yet reached the desired level." The WPGs reported that the support they give to the school is not sufficient; one group reported being able to support the canteen 7-9 months of the year, while another was able to support 4-5 months, and another only 2 months.

**144** The WPGs inability to meet all needs of the school canteens may have been impacted by a lack of relevant training and support. Although some women reported receiving training on topics related to agriculture, cooking, and nutrition, these trainings do not appear to be sufficient. In some cases, only the president of the groups received training. Many women claimed that the topics of the trainings they did attend were not relevant to them, since they already know how to do agricultural

work. As one WPG member said, “The training does not suit us because where we are in our country, in our region we do not need training. If they gave us three-wheel machine and then wheelbarrow we can work on that, but the training—we do not need training.” With the women’s many responsibilities, they do not have time to attend such trainings. What the women really need are equipment such as freight tricycles and rice threshers, and trainings for things like group administration and income-generating activities<sup>24</sup>.

145 **For the dry rations, the number of planned rations aligned more closely with the number of actual distributions.** We also detected that the disconnect between planned food rations that we observed at midline narrowed so that the actual food rations distributed drew closer to the planned rations (Exhibit 35). This finding suggests that school canteens were better prepared to manage the quantity of rations needed for girls in those schools. As described in Section 2.3.4., canteens may also have managed to refine the targeting for girls receiving the dry rations in a way that more realistically aligns with the resources available.

**Exhibit 35. Food distribution – planned vs. actual rations distributed**



Source: Canteen Survey (N = 69 at baseline; N = 67 at midline; N = 50 at endline).

146 **Canteen managers demonstrated similar levels of knowledge as at midline.** Almost all canteen managers (92%) reported that they personally had received training, achieving the 90 percent target from baseline for canteen managers receiving at least one training. Most of them received training in management of food storage (96%), health and hygiene (54%), nutrition (48%) and food preparation (43%). Two-thirds of canteen managers (64%) participated in a training from WFP or AVSI on children’s nutrition, most of them within the previous 2-3 years.

**Exhibit 36. Canteen managers’ knowledge and skills**

Canteen managers are able to cite at least ...	Baseline	Midline	Endline
... three health and hygiene practices.	93%	88%	84%
... three food storage practices.	76%	83%	82%
... three food preparation practices.	70%	82%	66%

Source: School Survey (N = 68 at baseline and midline; N = 50 at endline).

147 **All canteen managers maintained a canteen management book.** Their skills and knowledge have remained the same or slightly deteriorated (**Error! Reference source not found.**6). At endline, most canteen managers were able to identify three or more health and hygiene practices (84%) and three or more food storage best practices (82%). The percentage of canteen managers who were able cite at least three food preparation practices has decreased to 66 percent. All three of these indicators fell short of the target from baseline of 90 percent of canteen managers being able to at least 3 of these best practices. Since canteen managers also serve as teachers, these results could potentially be explained by teacher turnover in these schools.

148 Few canteen management committee and COGES members<sup>25</sup> have received trainings. Almost all schools had a school canteen management committee (94%) consisting of 5.6 members, on average. The committee members were evenly split by gender (2.9 men and 2.7 women). However, other than themselves, 40 percent of canteen managers reported that none of the school canteen management

<sup>24</sup> As previously described, the WPGs did not help women generate income. Rather, women incurred costs for things such as gasoline to transport goods, fertilizer, and other supplies. One woman suggested trainings on soap-making to help generate income.

<sup>25</sup> COGES are composed of about a dozen members, while canteen management committees are composed of about five members, some of which are also members of the COGES. Therefore, there is some overlap between these two structures.



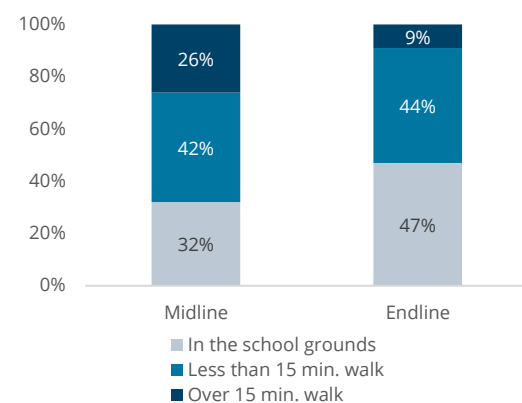
committee members had received any trainings and 46 percent said that some committee members had received some training. All committee members were trained in only 14 percent of schools. In addition to the canteen managers, program implementers had also planned to train the COGES. Yet, according to our qualitative data, this outcome was only partially achieved.

149 **Many COGES members claimed to have received no or insufficient training**, while some said that only the president of their group was trained. Several COGES members expressed a desire for more training on the functioning of the school canteens. For example, one COGES member in Bagoué said, “WFP could train us on how to maintain and manage the canteens to see how it works. The WFP has never trained us on this. [...] It is also necessary that the members of the COGES are trained on the canteen.” On the contrary, members of other COGES in Poro and Gontougo, for example, stated that they received training on supporting the school and canteens and that this training was sufficient. Based on responses from the COGES members, it appears that the success of the school management trainings varied by region.

150 **Schools had increased access to requisite food preparation and storage tools and equipment.** At endline, 60 percent of canteen managers said they were provided with enough food preparation equipment, an improvement from midline, where only 32 percent said so. Access to ventilated food storage increased from 59 percent at midline to 90 percent at endline. At the same time, access to improved pallets doubled from 24 to 42 percent. All school canteen managers reported having stock cards available to them. That being said, canteen managers’ perception of having enough food storage equipment grew modestly from 38 percent at midline to 42 percent at endline.

151 **Schools had improved access to safe drinking water.** According to directors, water was available at 68 percent of schools, mainly tap or running water, improved village water supply or village pump. Access to improved water source has improved between midline and endline, (from 32% to 46%). Importantly, the distance to water source appears to have decreased in many schools between midline and endline (Exhibit ). At endline, 47 percent of schools with access had water source on the school grounds, while 44 percent were less than a 15-minute walk to a water source, and 9 percent were 15 minutes or further from a water source. Three-quarters of directors did not report any current problems accessing drinking water (74%). When problems preventing access to water were reported, most often they were due to broken water pumps.

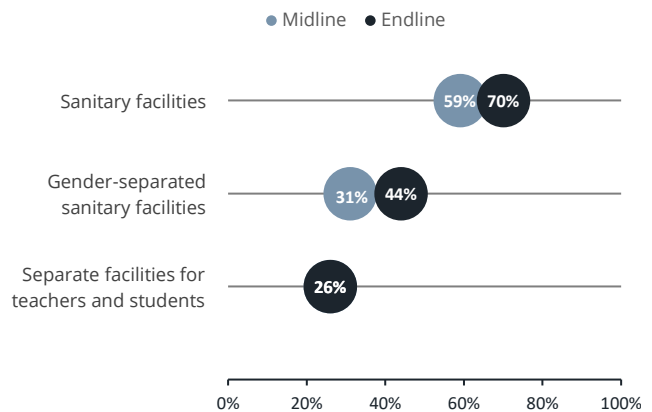
**Exhibit 37. Distance to water source, where available**



Source: School Survey (N = 68 at midline; N = 50 at endline).

152 **Schools had increased access to latrines.** At endline, 70 percent of schools had sanitary facilities, an increase from 59 percent of schools at midline (Exhibit ). Less than half of these had separate facilities for boys and girls (44%) and a quarter had separate facilities for teachers and students (26%). The most common type of sanitary installation was pit latrines with a slab (71%). In the schools with sanitary installations, directors reported that 74 percent were functional. Despite the progress in improved access to latrine over time, these findings imply that half of the schools still did not have sanitary installations, or they were not functional.

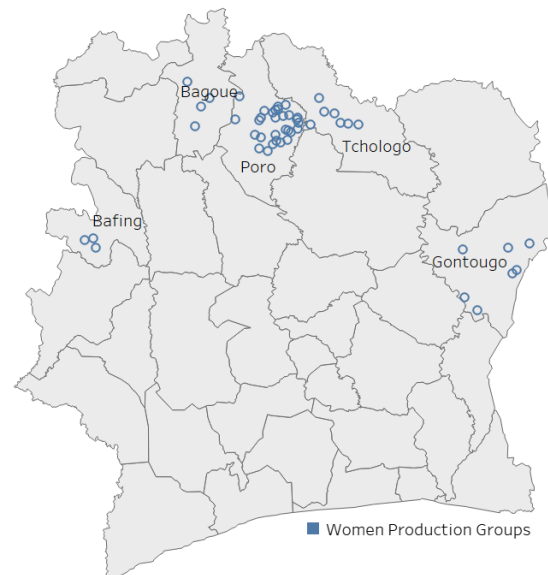
**Exhibit 38. Access to and quality of sanitary facilities**



Source: School Survey (N = 68 at midline; N = 50 at endline).

153 **Over the life of the project, WFP supported 50 women production groups across five regions** as shown in Exhibit . WPGs are community-based groups of students' mothers that jointly raise and harvest food commodities to contribute to the school canteens. WFP supported WPGs to produce local food including iron-rich green leafy vegetables, tomatoes, onions, okra, eggplants, peanuts, etc. WPGs received trainings and agricultural inputs like seeds and fertilizers.

**Exhibit 39. WPGs supported by the program**



154 **Several factors may have influenced the achievement of project outputs and outcomes.** According to qualitative data, active community support and efficient partnerships have played a role in enabling the functioning of the schools and school canteens. Communities were very supportive of the school feeding and literacy activities and played an important role in the school functioning by providing food, labor, contributions of money and supplies, and other encouragement and support to students and teachers. The McGovern-Dole program also maintained effective multi-sectoral partnerships with USDA, ANADER, AVSI, and DPFC, which all contributed skills, resources, and knowledge to benefit the program activities.

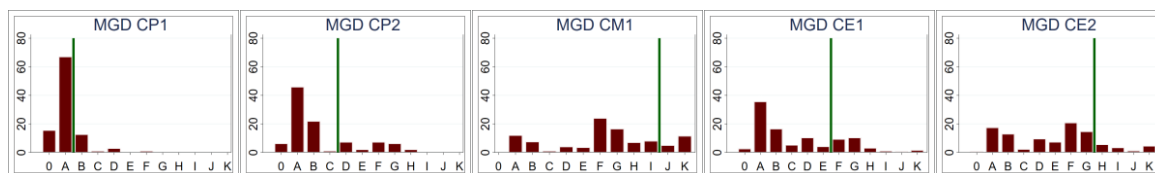
155 Some additional factors that may have slowed the achievement of project outcomes include the COVID-19 pandemic, which interrupted schooling and created needs for masks and handwashing stations (which many COGES helped provide). Several WPG members reported that the pandemic caused their groups not to meet, which slowed production and caused one group to lose part of their cassava crop and consequently the 300,000 FCFA investment they put into it. Resource and time constraints of the COGES, WPGs, and other community members additionally inhibited the community-led aspects of the McGovern-Dole program.

## 2.2.2 Has the achievement of results led, or is it likely to lead, to the achievement of the intervention objectives? What major factors have influenced this?

156 Next, we present findings related to the achievement of program objectives. The first strategic objective is to improve literacy of school aged children and the second objective is to increase use

of health and dietary practices. Our findings suggest that progress toward delivering healthy and nutritious food to children stalled due to challenges with local communities assuming ownership. Learning outcomes also drew no closer to attaining their objectives, which could be related to COVID-driven interruptions, although there is little evidence that COVID caused widespread disruption.

#### Exhibit 40. Reading scores with thresholds by grade



Source: Student Survey (N = 771 at endline).

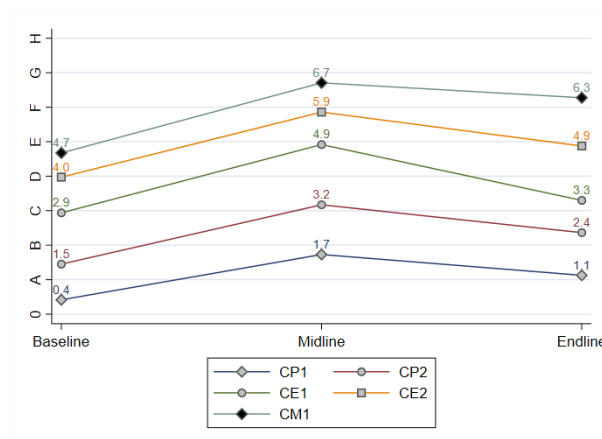
**157 Students had low reading scores at endline.** Exhibit 40 shows the distribution of the ASER literacy assessment's results and the acceptable thresholds by grade level. The threshold for each grade is represented with a vertical green line. We determined the thresholds for an acceptable reading level at each primary school grade according to Côte d'Ivoire's curriculum guidelines and the calibration workshop that AIR and AVSI held in October 2021 (refer to Exhibit 11 for the structure of the assessment levels). The five panels show that most students showed limited basic reading skills that were below the thresholds for their grade levels.<sup>26</sup>

**158 Average student reading levels and percentage of students who are proficient declined since midline,** with roughly 21 percent of treated students demonstrating proficiency for their grade level. Converting the ASER reading levels A – K on a numeric scale from 1 to 11, allows us to construct the average student reading level by grade. Exhibit 41 shows the trends in average reading scores by grade. While the endline average scores are still higher than baseline, they have stagnated or even declined somewhat since midline.

**159 The proficiency rates are determined as the percentage of students who score above the minimum threshold for their grade.** Exhibit 42 shows the trends in proficiency rates by grade. Similarly as above, proficiency rates have stagnated or declined since midline demonstrating that majority of students read below grade-level.

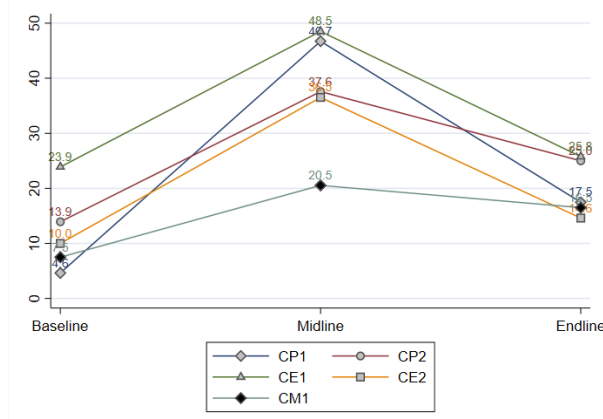
**160 Several factors can be contributing to a challenging learning environment related to this finding.** First, like most

#### Exhibit 41. Student reading levels by grade



Source: Student Survey (N = 573 at baseline; N = 1,141 at midline; N = 771 at endline).

#### Exhibit 42. Student proficiency rates by grade



Source: Student Survey (N = 573 at baseline; N = 1,141 at midline; N = 771 at endline).

<sup>26</sup> Student reading assessments were administered to student from grades CP2, CE1, CE2, CM1 and CM2. As reading scores were collected in the beginning of the school year, we present the average reading findings as proxies for student reading skills corresponding to the previous grade, that is for grades CP1, CP2, CE1, CE2, and CM1.

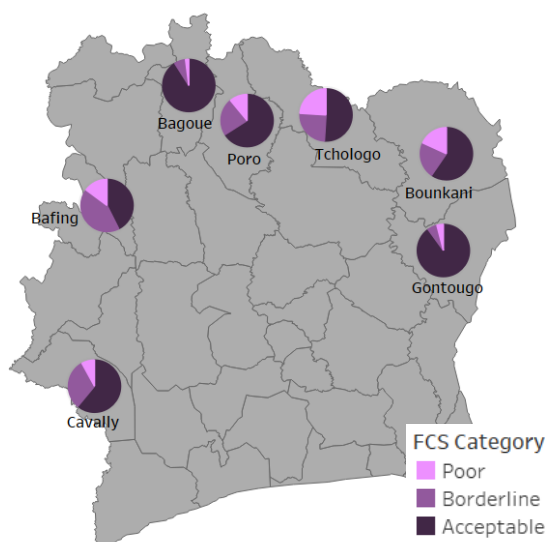
countries around the world, Côte d'Ivoire closed schools because of the virus for two months during spring 2020.<sup>27,28</sup> Growing evidence from around the world shows that school closures due to COVID pandemic have lasting detrimental effects on students, specifically in younger students and students from poor families (Hammerstein et al., 2021). Second, high teacher turnover rates negatively impact student achievement as AVSI trained experienced teachers are replaced with novice sometimes unexperienced teachers. Among all teachers in program schools, 15.1 percent have been teaching at their current school for two or fewer years and 42.5 percent had been teaching in their schools for three or fewer years. Lastly, over the last couple of years, schools in Côte d'Ivoire have experienced further disruptions due to teachers strikes<sup>29</sup>, election unrests, and security threats in the Northern border region. In fact, we estimated that during the previous year, schools were opened for 14.9 fewer days on average which correspond to about three weeks. All of these factors may have contributed to a learning loss due to the reduced time that students spent in school after midline. (See Section 2.3.5 for more information on factors that have influenced program efficiency.)

161 According to teachers, the main factor that negatively influences their student reading levels are lack of parent engagement (85%), lack of textbooks (37%), the fact that French is the language of instruction rather than local language (19%). Among other factors, teachers also listed student lack of motivation and student speaking local languages.

162 **Households have become increasingly more food insecure.**

We calculated a food consumption score as a proxy for food insecurity using WFP guidelines. The food consumption score is a composite indicator simultaneously reflecting food diversity, the frequency and relative nutritional contribution of each food group consumed by a household over the seven days preceding the survey. Based on their food consumption score, households are classified into three categories: poor, borderline, and acceptable consumption. At endline, the proportion of households with acceptable food consumption has fallen to 71 percent from 90 percent at midline and 96 percent at baseline. This no longer meets the target set at baseline of 80 percent of households having acceptable food consumption scores. Some of this finding can be explained by a change in how the indicator is calculated and corresponding changes in the survey questions. Still, the proportion of households with poor and borderline food consumption exceeds the target of 20 percent and is a cause for concern (Exhibit ).

**Exhibit 43. Food consumption score by region**



Source: Household Survey (N = 771 at endline).

163 **Households are consuming increasingly less diverse foods.** The complementary indicator, household dietary diversity score measures the quality of households' diets. The average household dietary diversity has fallen from 7.5 at baseline to 5.1 at midline to 4.46 at endline, slightly under the target of 4.5, with regional differences (**Error! Reference source not found.**).

164 This decrease in dietary diversity occurred among households from both treatment and comparison schools, which suggests that the decrease in households from treatment schools did not occur due

<sup>27</sup> [https://www.gouv.ci/\\_actualite-article.php?recordID=10959](https://www.gouv.ci/_actualite-article.php?recordID=10959)

<sup>28</sup> [https://www.gouv.ci/\\_actualite-article.php?recordID=11143&d=6](https://www.gouv.ci/_actualite-article.php?recordID=11143&d=6)

<sup>29</sup> While we are unable to quantify the prevalence of teacher strikes in McGovern-Dole schools, MENA statistical report on the education system lists that 16.6% of rural schools were affected by teacher strikes during 2019-2020 school year.

to decreases in the diversity of foods served in the school canteens, but rather due to a more widespread issue such as climate change or economic recession.

#### Exhibit 44. Household dietary diversity score by region

	Bafing	Cavally	Poro	Tchologo	Bounkani	Bagoué	Gontougo
Baseline	5.52	6.44	8.19	8.38	7.26	7.85	7.37
Midline	4.86	5.23	5.08	4.74	5.02	5.37	5.18
Endline	4.7	5	3.81	4.22	4.31	5.41	4.86

Source: Household Survey (N = 681 at baseline, N = 1149 at midline, N = 771 at endline).

165 **Household food security has been slowly declining.** The reduced coping strategy index (rCSI) is yet another proxy indicator for food insecurity based on the frequency and severity of five food-related coping strategies. While it is still in the medium range, the rCSI has increased from 3.8 at baseline, to 4.4 at midline, and to 5.3 at endline.<sup>30</sup> Among the different regions at endline, we observe households in Poro, Bagoué, and Cavally to have higher rCSI scores than the overall average, with averages of 5.7, 7.7, and 7.9, respectively. Exhibit 45 shows the average number of days per week that households use various coping strategies. Like the findings for dietary diversity in the school canteens, these declines in household food security and dietary diversity are particularly surprising considering that endline data were collected in November and December, when we would expect food security to be greatest during harvest season, as opposed to April and May (as at baseline) or September and October (as at midline).

#### Exhibit 45. Coping strategies used

Coping Strategy	Baseline	Midline	Endline
Consuming less preferred foods for cheaper	0.8	1	1.6
Depend on aid from relatives or friends	0.3	0.2	0.5
Decrease the amount of food during meals	0.6	0.6	0.6
Reduced quantities consumed by adult / parent for the benefit of young children	0.5	0.7	0.6
Reduce the number of meals per day (skipping one or two meals in the day)	0.3	0.4	0.4

Source: Household Survey (N = 1149 at baseline; N = 681 at midline; N = 771 at endline). Households could report using more than one strategy.

166 **Lack of community support for nutrition and literacy does not appear to be a contributing factor to the declines.** According to program- and community-level participants in interviews and focus groups, the community strongly supports school feeding and literacy. Community members sacrificed time and money through the COGES and WPGs to contribute to the school functioning and to meet the needs of students and teachers. Many parents who participated in our evaluation also actively encourage their children's school attendance and incite them to study at home. As previously explained, student attitudes toward reading and reading practices at home are also high.

167 The school canteens also do not appear to be a factor in the literacy and nutrition indicators declines, although waning support from the McGovern-Dole program could be. When asked what motivates children's attendance, parents claimed that the school canteen plays an important role. Children liked the food in the canteen and enjoyed eating there. As one parent said, "They like the canteen—the food they make here—because in the morning before going to school, [children ask about] the canteen money. That is why they love school." Because the school canteen prevented them from having to return home for lunch, students were less likely to skip class in the afternoons and retained some of the energy from traveling for their schoolwork. Yet, with the McGovern-Dole program transitioning the responsibility for the school canteens to the government and communities, many people have reported that the school canteens seem to be functioning less well than in the past. The government and community members have limited resources, which may have impeded their ability to scale up

<sup>30</sup> The rCSI is prone to significant seasonal differences. Because baseline data were collected in the spring, while the midline and endline were both collected in the fall after harvest, so the timing of data collection may explain some of the differences in values.



their contributions to schools and canteens. As a result, many people have expressed needs for more support from the program implementers.

### 2.2.3 Have the results been achieved for men, women, boys, and girls?

168 **The decline in student enrollment appears to be driven by boys.** Exhibit shows that girls' enrollment has largely remained stable over the life of the project, but the average number of boys per schools declined from 123.0 at baseline to 114.0 at midline and 101.2 at endline. While the take-home rations may have supported girls' attendance, some boys and their families felt discouraged that they did not receive them. There were even accounts of boys being held back from school to work in the fields because of not receiving the rations, as explained by this COGES member from Katanra: *"When they started sending the dry food, we can say that it favored the increase in the rate of schooling of the girl because they could have a bag of rice every quarter. But it also had its consequences because parents started sending more girls to school and removing young boys to leave them in the fields."* Thus, while the take-home rations may indeed have served their purpose in promoting girls' attendance, they appear to have had the unanticipated consequence of demotivating some boys and their families.

**Exhibit 46. Average student enrollment by gender and grade**

Grade	Girls			Boys		
	Baseline	Midline	Endline	Baseline	Midline	Endline
CP1	29.0	23.1	20.3	29.0	20.8	20.2
CP2	25.2	21.8	19.6	26.9	21.2	17.6
CE1	21.3	21.6	21.0	23.1	20.8	18.9
CE2	18.9	19.9	20.9	20.5	20.7	17.0
CM1	16.4	17.7	19.3	18.8	18.7	17.1
CM2	12.8	15.8	15.9	17.3	18.3	14.9
All	113.0	114.0	111.4	123.0	114.0	101.2

Source: School Survey (N = 68 at baseline and midline; N = 50 at endline).

169 **Both boys and girls show similar declines in reading proficiency.** At endline, the percentage of girls who read at or above grade level are slightly higher than the percentage of boys who read at or above grade level. This appears to hold for all grades except CP2 (Exhibit 47/Exhibit ).

**Exhibit 47. Reading proficiency by grade and gender**

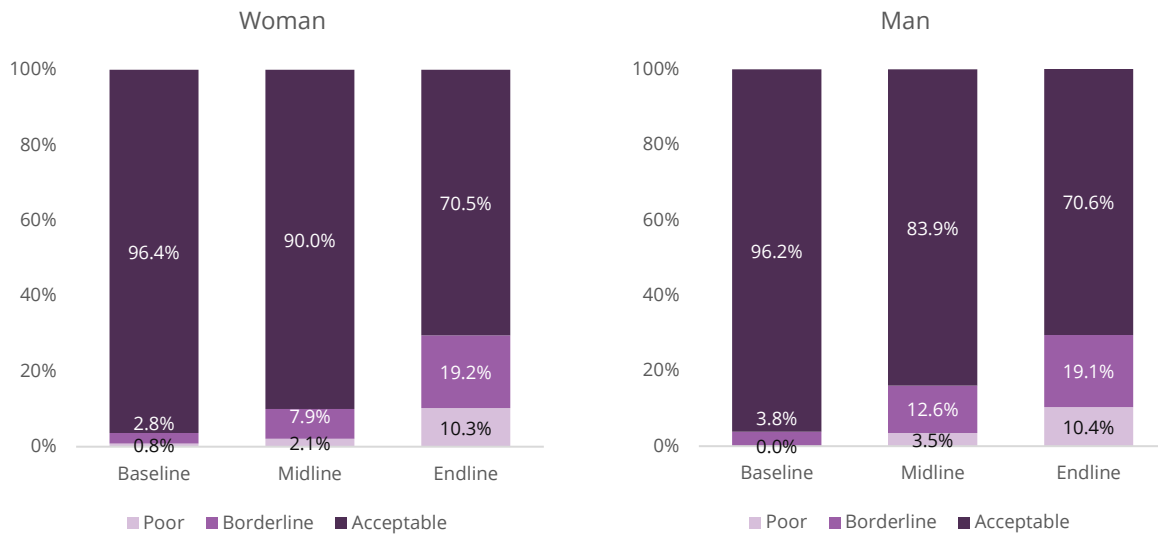
Grade	Girls			Boys		
	Baseline	Midline	Endline	Baseline	Midline	Endline
CP1	5.7%	46.8%	20.4%	3.6%	43.8%	14.8%
CP2	15.0%	35.8%	25.0%	12.9%	39.7%	25.0%
CE1	23.2%	45.7%	33.3%	24.6%	51.1%	18.4%
CE2	13.5%	27.3%	16.9%	6.9%	45.6%	12.4%
CM1	5.0%	17.4%	18.4%	10.0%	30.2%	14.4%
Total	12.5%	26.6%	22.9%	11.6%	41.0%	16.3%

Source: Student Survey (N = 604 at baseline; N = 1,149 at midline; N = 771 at endline).

170 Throughout our focus group discussions, parents and COGES members said that boys and girls received program components related to the school canteen and literacy in the same way. In response to the question about any differences between boys and girls, one parent said, *"No! I don't think so. They are the same things. That it is the same food that we serve to all."* Another said, *"No difference, we put all children at the same level whether it's a girl or boy."* Our data does not definitively explain the cause of reduced reading proficiency, although some possible explanations could be interruptions in schooling as a result of the COVID-19 pandemic, high rates of teacher turnover, or the inability of teachers to complete the school curriculum, discussed later in this report.

171 **Gender of household head do not appear to influence the severity of food insecurity.** At endline, we find that households report similar food consumption score regardless of gender of household head (Exhibit 48Exhibit ).

**Exhibit 48. Food consumption score group by gender of household head**



Source: Household Survey (N = 1106 at baseline; N = 1752 at midline; N = 771 at endline).

172 **In terms of the community-level groups, the McGovern-Dole program did successfully reach men and women as intended.** Although our COGES interviews had a higher proportion of men than women, both female and male participants claimed that they participate equally. A group member in Bagoué claimed: *“Women and men participate equally in the activities of COGES because everyone plays the role that has assigned to him. When what we have to do concerns men, they will participate and when it is women, they will participate. Men and women therefore participate equally in COGES activities.”* For the WPGs, the women did receive resources and support for group organization, although they face ongoing needs.

### 2.2.4 Have the standards of assistance been met?

173 **The WFP has implemented the McGovern-Dole program in a way that aligns with the Sphere Core Humanitarian Standard.**<sup>31</sup> The Sphere outlines nine core standards, which overlap with areas of this evaluation. As outlined throughout this report, the WFP’s response in Côte d’Ivoire has been 1) appropriate and relevant (See Section 2.1), as well as 2) effective (See Section 2.2) and timely (See Section 2.3). The WFP has 3) strengthened local capacities through the COGES and WPGs and avoided negative effects (other than the drop in boys’ school enrollment, which the WFP is addressing in Phase 2 of the program). The McGovern-Dole program is 4) based on communication, participation, and feedback, considering that the WFP has sought to engage local communities and has a regular M&E system set up. Our data did not find evidence of any feedback mechanisms to address the extent to which the WFP 5) welcomes and addresses complaints from beneficiaries, but the changes to the program in Phase 2 (WASH component and eliminating the take-home rations) aligns greatly with the expressed needs of our evaluation participants and demonstrates that the WFP has listened to their needs. With effective partnerships with bodies such as MENA, the DPFC, AVSI, and ANADER, the McGovern-Dole program has been 6) coordinated and timely. The fact that the WFP is conducting this evaluation and has made needed changes to the Phase 2 of the program indicated that the McGovern-Dole response is 7) based on continual learning and improvement. Although the human resources system is beyond the scope of this study, no complaints about staff pay, inequity, or lack of support occurred in our interviews or focus groups with program implementers, thus suggesting that 8) staff are supported to do their job effectively and are treated fairly and equitably. As described

<sup>31</sup> <https://spherestandards.org/humanitarian-standards/core-humanitarian-standard/>

in Section 2.3.1, the McGovern-Dole program's limited budget has required the WFP to carry out the program as cost efficiently as possible with little waste. Therefore, 9) resources are managed and use responsibly for their intended purpose.

## 2.2.5 To what extent have the recommendations formulated during the midline evaluation been implemented and what were the results and effects, the hindering or supporting factors?

174 The findings from the midline evaluation resulted in recommendations for the WFP to a) reduce the proportion of canteen days that they contribute to McGovern-Dole schools, while increasing the proportion of days supported by the local community, b) reinforce DCS and DPFC M&E capacity, c) improve communication with the government, d) increase the presence of the WFP on the ground, e) reinforce girls' education, f) increase female representation in COGES, g) strengthen COGES capacity to support McGovern-Dole activities, and h) estimate a graduation date for WPGs. Our endline evaluation shows that the WFP has carried out some, but not all, of these recommendations.

175 **The WFP has reduced the proportion of school canteen days supported by the McGovern-Dole program.** Reports from local community members show that the WFP has in fact reduced the proportion of canteen days. In preparation for the McGovern-Dole program cessation, the WFP has alerted government officials and communities that over the next five years the WFP will transfer the responsibilities for school feeding to them and subsequently began taper off the school canteen support. Although the WFP intended for the government and communities to pick up the days that the McGovern-Dole program is no longer supporting, evidence shows an overall decrease in the total number of canteen days. In treatment schools, the average proportion of school days that the canteens were open decreased from 93.1 percent at midline to 86.8 percent at endline. (See Section 2.5 for more information on the success of the program sustainability efforts.)

176 **The WFP took steps to reinforce DCS and DPFC M&E capacity.** At midline, several government informants requested that WFP provide them with additional M&E training and capacity building to help them better support the McGovern-Dole program and other school feeding related projects. To meet this stated need, we recommended that the WFP host a workshop with M&E personnel to assess training needs. According to monitoring data, the WFP organized a training workshop July 29 - August 1, 2019 to develop the capacity of 69 M&E personnel from the WFP, DCS, AVSI, the DPFC, and COGES to determine the needs for training, develop a training plan, and review existing M&E tools.

177 **Communication with the government could further improve.** Regarding the recommendation to improve communication with the government, our qualitative data does not bear any indications that government engagement has improved. Although the WFP has discussed its plan to transfer responsibility to the government, the government still seems unclear about its role in the school canteens. For instance, a school canteen coordinator from the Regional Center of Evaluation in Education, Environment, Health, and Accreditation in Africa (CRESAC) claimed that when he first heard about the intention to transfer responsibilities to the government two years ago, no one could tell him if the plan had been discussed with the government. More recently, he saw that government understanding had not improved. He said: *"[Two years ago,] I asked [a program consultant] the question to know if they and the government understood each other? No one was able to give me a follow-up. You say you want to withdraw; you say the government must now take charge of the canteens, but have you discussed with the government? Unfortunately, this is what I found. Last year I had the chance to meet with the sub-prefect of Napié, two senators and two deputies, and I posed the problem. They said, 'It is a good project. Come and talk to us about it in parliament because we ourselves do not know what it is.' [...] We have to involve everyone. We have to go and explain. We need someone to write a bill and then we will submit this to the decision-makers so that the government [will be] in charge of these canteens."*

178 A MENA Director also explained that the government and communities lack clarity about the division of responsibilities: "There is a problem at this level; the communities often find that they do not have enough means to take charge of the school. Because it is often said that it is the business of the communities, and the community says that it is the business of the government. Well, where are we going? Government says it's for you, you think it's for us, how do we do it? Everyone throws the ball at each other." Informants not only felt that the government did not understand its responsibility in

the school canteen program, but several also expressed uncertainty about the government's capacity to sustain the program. Further communication with the government, including problem-solving how the transfer of responsibility can take place, could help the transition occur more smoothly.

179 **Our data does not indicate any increased field presence of program implementers.** In fact, communities seem to need more on-the-ground assistance in the form of trainings and resources to maintain their support to the schools and canteens. Informants also described a need for program implementers to improve their communication and collaboration with the groups. However, according to one of the MENA Directors from the DCS, there are some restrictions in place for the WFP to make visits to the field: *"The WFP says that it can go at any time on the ground—unexpectedly to go and make canteen visits. That's right, but the [school] administration has procedures. You can't go to a school like that and say you've come to visit. The director will tell you, "Where is your mission order? Where is the paper that allows you to have access to the school?" But you don't have that. For courtesy, they want you to give a call. But [the WFP says] that when they warn, people have time to arrange."* Such administrative restrictions may have prevented the WFP from increasing its field presence in the schools. Therefore, cooperation with school administrators and improved communication with the community groups are needed for the WFP to increase its presence in the field.

180 **The McGovern-Dole program succeeded in reinforcing girls' education.** The midline evaluation showed that male student reading scores improved twice as much as girls' reading scores. As a result, we suggested that AVSI and the DPFC conduct a study to figure out why those findings occurred and to consider integrating or reinforcing a gender focus in their teacher training curriculum. Although we don't have information about whether AVSI and DPFC conducted such a study, the endline evaluation showed that with the McGovern-Dole program's inclusion of take-home rations, girls' enrollment improved, which could ultimately lead to improved academic outcomes. As later described in Section 2.4.2, results for reading outcomes were broadly the same for boys and girls, thus suggesting that the program was successful at encouraging literacy for both genders. These positive educational outcomes for girls are important for achieving gender equity and supporting the WFP's focus on gender.

181 **Women's participation in the school management committees seems to have improved.** At midline, the COGES sample did not include many women, and in fact, some COGES were exclusively male. At endline, the majority of participants in the COGES FGDs were again male, although COGES members claimed that men and women participate equally in their groups. The survey data from canteen managers showed that canteen management committees<sup>32</sup> were evenly split by gender; the average composition was 2.9 men to every 2.7 women. These findings therefore suggest improvements in women's participation in the committee.

182 **The McGovern-Dole program partially strengthened the capacity of the COGES.** The midline evaluation recommended that the WFP enhance training and support to COGES in areas such as accounting, infrastructure development, commercial farming, and fundraising. However, as previously described, the endline evaluation found that few COGES members had received trainings. In most cases, usually only the president or a couple members of the COGES received training. Several COGES members claimed to have received sufficient training and said that their involvement with the COGES helped them learn about school management. However, others claimed to have received no or insufficient training. Although group membership was an enriching experience for most people and helped them serve their local schools, some COGES members continued to express a desire for more training on the functioning of the school canteens.

183 The limited budget for the McGovern-Dole program may be one factor hindering the WFP and partners from increasing their support to the COGES. As explained in Section 2.3.1, the WFP has a tight budget for the program, and therefore may not have been able to increase their support due to fiscal constraints.

184 **Our data does not indicate if the WFP has been able to set a graduation date for the WPGs.** Considering the critical importance of WPGs in the McGovern-Dole program's sustainability plan, we

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<sup>32</sup> In many schools, COGES members perform the duties of canteen management committees.

recommended at midline that the WFP perform an assessment to estimate the time needed for the WFP-supported WPGs to fully support a school canteen and determine when WPGs could realistically be expected to graduate from the project and under what conditions. However, our endline data show that the WPGs do not have the necessary supports to increase their production. The reported declines in canteen meal quality and quantity as the McGovern-Dole support wanes suggest that the WPGs do not have the capacity to fully support a school canteen. We did not find any data to indicate that the WFP has conducted an assessment to determine a graduation date for the WPGs, but we do know that the McGovern-Dole support will end in 2025. Program implementers expect the Ivorian government to take over the school feeding program at that time. As indicated above, communication with the government could further improve, including discussions about meeting the ongoing needs of the WPGs to ensure further program sustainability.

## 2.3. EFFICIENCY

185 In the sections below, we answer all evaluation questions related to efficiency.

### 2.3.1 To what extent were the activities “profitable” in terms of cost and efficiency?

186 **The WFP has a tight budget for the McGovern-Dole program, which required the organization to work as efficiently as possible.** In terms of cost and efficiency, many program staff reported that the WFP was stretched to meet its budget for Phase 1. In fact, the organization reportedly had to carry out an “*emergency budget review*” when they overspent for the last year of Phase 1. However, the WFP was able to manage expenses without having to request additional funds from the USDA. Such a tight budget thus impelled the WFP to carry out the school feeding program as efficiently as possible in the face of unexpected challenges. As one staff member explained: “*The difficulties we have are mainly the operations—the receipt of food until the distribution. Often, we have unforeseen events such as penalties that are beyond our control, but since the [budget] is really limited and there is no margin to be able to help us, [...] we are obliged at times to plead or negotiate with the carriers [shipping companies] or the government so that we can be exempted from the taxes and penalties.*” In addition to negotiating for reduced costs, the WFP also had management systems in place to maintain program efficiency. Another staff member stated: “*We put in place tools that will facilitate our management. [...] Maybe until the end of the first year we will be comfortable. But one thing is certain: it does not increase our [available funds]. So the big challenge is always this gap there (laughs) between the real needs and the available resources.*” Although the limited budget has not allowed the WFP to meet all needs in the area, the implementing staff have utilized the funds it has with utmost efficiency.

187 **However, one program component that was not as profitable as planned is that of the WPGs.** These women’s agricultural groups were intended to generate income for the groups. Originally, groups were to give a third of their production to the schools, and then sell or use the remaining harvest. However, each group in our sample reported that they did not make any money from their production, since they gave all of it to the schools as a donation. As the translator for one group said, “*They are helping the school so that the school, the children can move forward. They do this because they are their children. They are not paid. It is a donation, so it is to help the school for free.*” Another group even reported that the program staff told them *not* to sell the production. As the translator explained, “*[The participant] says it’s a donation. They don’t get any money in return because the project that came to support them to help the canteen told them it’s not something to sell.*” Women reported that they often instead spent money out-of-pocket to pay for things such as gasoline, fertilizer, and other supplies. Members of both the WPGs and the COGES requested training on income-generating activities so that they could have the financial means to continue supporting the schools.

### 2.3.2 Was the intervention implemented in a timely manner?

188 **Overall, the WFP implemented the McGovern-Dole program in a timely manner, despite the COVID-19 pandemic and other crises.** According to several informants in our qualitative study, the McGovern-Dole program suffered few interruptions from the COVID-19 pandemic. In response, many COGES intervened on the ground by sending face coverings, soap, and handwashing stations to students in the schools. Schools closed for a time and some WPGs did not meet for a while, but according to the USDA, the school feeding program experienced no interruption. A staff member from AVSI said that the crisis management system in McGovern-Dole schools also facilitated timely



responses to school closures and health crises: *“Talking about crisis management around schools with UNICEF, WFP, and other organizations, it was effective because we set up a data collection system. There was an alert system in some areas, [and] inspectors could report when children were not going to school [...] It was effective because when it's like that—the inspections where there were 2, 3 schools that were closed, the other inspections had information in terms of the number of students to receive in the nearest schools. It was really effective.”* The evaluation systems set up by the WFP seemed to have additional benefits in allowing schools to address issues in a timely manner.

189 **However, one issue with efficiency resulted from delayed distribution of the literacy materials<sup>33</sup>.** One parent claimed that the literacy kits often did not arrive until February or March in some schools and the resulting lack of supplies may have affected children's access to school: *“Often the kits arrive here February. There are schools on the same day that already have their kits. We, at our level, so far there are no kits to say that we will give to children. If there is a parent who does not have money for a notebook or Bic [pen] to give to his child, it is for that reason his child will not attend.”* A member of the MENA DPFC said that the late arrival of literacy materials causes misalignment with the curriculum and negatively impacts the students' learning: *“It is at the beginning that the basic skills are acquired. When we have to start a program in the middle of the year, it is difficult because the children will have lost a lot of time. [...] It is also a deficiency for us because a school year is from September to June, and we must really take that into account for the realization of the activities.”* He claimed that the pattern of delayed literacy activities has already carried over into Phase 2 of the McGovern-Dole program, as a trimester of school has already passed without implementation.

### 2.3.3 Was the intervention carried out in the most efficient way compared to alternatives?

190 Overall, program stakeholders claimed that the WFP managed the McGovern-Dole program quite efficiently and the partners collaborated well. The WFP and its partners have staff with sufficient technical expertise and systems in place to help activities take place smoothly in the event of unexpected issues. For instance, a USDA representative praised the WFP for its ability to easily transition during periods of staff turnover. In another example, a CRESAC officer described an issue in which a misplaced comma in the computer system showed that they had moved an additional eight tons of materials out of storage than had occurred in reality. However, the staff were able to verify written records to quickly correct the error.

191 In terms of collaboration, the partners appear to communicate and organize themselves well. According to our interview data, each implementer has a sense of ownership over the program's success. An AVSI officer explained: *“Often each structure thinks that it is the master of the project, that it must do this, that it must do that, but we manage to collaborate with each direction whenever necessary. And to avoid confusion we have created what is called the focal team. The focal team is composed of the focal points of the different structures and different directorates and there each one is responding at home. So every time we think, we plan, we plan together, we execute together.”*

192 Largely, program staff expressed pleasant communication with other partners without problems. As one informant stated: *“The collaboration is good. Undoubtedly, we are in the same schools, we are in the same place, we try to share the same system of monitoring and evaluation, and to address all the problems in an integrated way since the purpose is the same—that the child develops in a positive way.”* A few program stakeholders expressed needs for better communication among partners but demonstrated that they had learned from past mistakes. *“When it comes to the management of the project,”* a CRESAC officer stated, *“I think that we can rate ourselves at 18 out of 20.”* Although it is impossible to do everything perfectly, McGovern-Dole implementers appeared to manage the project quite competently.

### 2.3.4 How efficient is targeting?

193 **The McGovern-Dole targeting reached beneficiaries who are most in need.** As described in Section 1.2, the McGovern-Dole program targeted seven priority regions (Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, and Cavally), based on rates of food insecurity, chronic malnutrition,

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<sup>33</sup> It is unclear whether informants were discussing the literacy materials provided by AVSI or those provided by the government.

school enrollment, and poverty rates. As previously stated, respondents agreed that targeting rural areas with high levels of food insecurity effectively and efficiently encourages children to attend school regularly and be able to learn free from the distraction of hunger. The program initially targeted 125,000 students in those regions, but, according to an AVSI M&E Manager and corroborated in the document review, the program ultimately reached over 136,000 students with school meals and/or literacy interventions. The program not only targeted regions of need, but, as described in Section 2.1.1, also focused specifically on women and girls to benefit from the WPGs and take-home rations. The program did not specifically target other vulnerable groups within the targeted communities.

194 **The targeting of women and girls had some unintended consequences.** While the program effectively mobilized women into the WPGs and encouraged girls' school enrollment through the take-home rations, this targeting experienced some negative side effects. According to program implementers, the WPGs intended to benefit women by offering them an opportunity to generate income, some of which they can keep for themselves. However, our interview data showed that women instead incurred additional costs from buying needed supplies and experienced some difficulties with the labor of gardening, which required additional support from boys and men.

195 For the dry rations, the distribution encouraged so many families to send girls to school that the program did not have enough inputs for everyone. According to one program implementer: *"A choice had to be made now and it was from that moment that criteria were defined to select the beneficiaries. Not only at the beginning, it was the classes of CM1 and CM2, the girls who were not in these classes felt a little wronged, a little marginalized. ... For more than 8,000 girls CM1 and CM2, we received only 5,214 bags. And so it was absolutely necessary to define the criteria and not everyone could benefit."* Although the targeting of girls succeeded in increasing girls' enrollment, it overall created frustration and criticism from community members, particularly families of boys, and may have caused boys' enrollment to decrease as a result.

### 2.3.5 What are the external and internal factors influencing efficiency?

196 Several factors helped to facilitate program efficiency, including supportive communities, effective partnerships, and existing resources. As previously described, community members, particularly participants in the COGES and WPGs, shared a commitment to supporting schools and worked hard to realize the McGovern-Dole objectives. Community leaders were also instrumental in realizing the program goals. As one of the MENA DCS directors explained: *"When you go to a village, if the sub-prefect is with you, everything he says is gospel word. [...] Often there are also DRENs [Regional Directors of National Education] who are very dynamic. When they come to speak, immediately the population adheres. So we mobilized all the leaders to make the project a success."*

197 In addition to the support of communities, effective partnerships with bodies such as ANADER, AVSI, DCS, and the DPFC enabled program success through cross-sectoral collaboration.

198 The McGovern-Dole program was therefore able to build on existing resources both in the communities and among partners. As one of the MENA Inspectors noted, *"It was the schools themselves and the villages themselves that tried to build these canteens, and they supported us with the food. So we can say that these are already existing structures, and the McGovern-Dole has come, it has used this potential."* The WFP was also able to build on its own existing management strengths. One officer described, *"We are lucky to have a team that is technically developed, so at this level I think the implementation will be done effectively [...] We have the necessary elements in terms of human resources and competence."* According to the USDA, existing resources such as government support and usable infrastructure are also prerequisites for McGovern-Dole implementation. Therefore, the existing strengths of communities and program implementers in Côte d'Ivoire played a crucial role in the McGovern-Dole program efficiency.

199 However, several other factors hindered the McGovern-Dole program's efficiency, including teacher mobility and competing projects. As previously mentioned, the high teacher turnover rates may have contributed to decreases in student achievement and in canteen managers' knowledge of food preparation practices. Often, after teachers have received the professional development in teaching reading, they move schools. One MENA inspector described the problem: *"The AVSI method teaching is fine but the part that has not really worked is the training side, the supervision of teachers. We must*

review because we are in an area where the number of teachers is renewed every year; teachers move. Those who were trained 3 years ago are not in our schools and it is new teachers that we send to the schools. They are told that they are in an AVSI school, and you have to use the AVSI method, but they have not had training."

200 An education officer from the DPFC also noticed this problem and suggested that in the future, teachers who participate in the program should commit to stay at the school for a specified number of years.

201 Another factor that the evaluation team learned may impede McGovern-Dole program efficiency is that some schools have multiple ongoing literacy projects. An AVSI staff member explained: "One of the problems at the level of the projects is the fact that there are several projects. There are pawns that are powerful but since they are not pedagogues, they think that if all the projects are in their village, this is where their children will succeed. They don't know that several projects in a classroom have the opposite effect." Many teachers also reported in the surveys that they have not been able to complete their curriculum last year because they attended new trainings and their curriculum changed due to a competing PAPSE intervention. One of the PAPSE objectives is to improve learning outcomes in beneficiary primary schools in participating regions (Bagoué, Bere, Bounkani, Kabadougou, Poro, and Tchologo).<sup>34</sup> The project introduced new teaching and learning practices in several McGovern-Dole program schools,<sup>35</sup> which may have interfered with the McGovern-Dole intervention and contributed to the decreased literacy outcomes of students.

## 2.4. IMPACT

202 In this section, we present the statistical results of the impact directly attributable to the McGovern-Dole program. These results were obtained using a difference-in-difference estimation methodology. Each of the tables presents results for a particular domain. For a given outcome, we present the impact estimate in the first numeric column and then summarize the mean and sample size for the treatment group and the mean and sample size for the comparison group. See Annex 4 for details on methodological notes on difference-in-difference methods.

### 2.4.1 What were the program effects on participants in terms of: a) Improving educational indicators; b) Improving student reading; c) strengthening the capacity of groups? What are the reasons for these observed effects?

203 We find that the WFP/AVSI interventions succeeded in changing children's attitudes toward reading but these impacts did not translate into changes in reading practices at home (Exhibit 49Exhibit ). The interventions increased the share of children who stated that they like reading by 19 percentage points. However, the program did not generate any significant improvements for children's reading proficiency or access to books at home.

#### Exhibit 49. Impacts on reading outcomes

Outcome	Impact Estimate	Treatment Mean	Treatment N	Comparison Mean	Comparison N
Proficient at reading	0.01	0.21	1115	0.19	371
Reading level	0.04	3.88	1115	3.46	371
Child likes reading	0.19***	0.82	1112	0.77	369
Has books at home	-0.35	0.64	1112	0.60	371
Has books for kids at home other than schoolbooks	-0.01	0.15	1114	0.12	369
Child reads with someone at home	-0.01	0.58	1114	0.51	371
Reads alone at home	-0.03	0.62	1115	0.66	371

<sup>34</sup> World Bank Group. (2019). Côte d'Ivoire: Education Service Delivery Enhancement Project (P163218) Implementation Status and Results Report. Retrieved from <https://documents1.worldbank.org/curated/en/153921576612142430/pdf/Dislosable-Version-of-the-ISR-Cote-divoire-Education-Service-Delivery-Enhancement-Project-P163218-Sequence-No-03.pdf>.

<sup>35</sup> As part of this evaluation, we administered surveys to teacher from program schools only and not to teachers from comparison schools.

Note: Standard errors clustered at the school level; \* 0.10, \*\* 0.05, \*\*\* 0.01

Source: Household Survey

204 Our results show that canteen programs were quite common in treatment schools prior to this intervention so that there were limited opportunities to improve awareness of or participation in these canteens (Exhibit 50 **Error! Reference source not found.**). At baseline, 92.8 percent of parents reported that their children had eaten at the school canteen provided by the WFP, although the quality and frequency of availability was lacking. This percentage only increased to 93.4 percent at endline. Thus, there were likely ceiling effects for this outcome because there were too few children who could start eating at a canteen. This limitation, coupled with broader efforts to implement canteen programs in comparison schools, led to the negative 17 percentage point effect of the interventions. Rather than interpreting this impact as the program reducing the likelihood that children would eat at canteens, a more likely interpretation would be that nearly all youth in the treatment group continued to eat at canteens (no change for treatment group) whereas the presence of canteens increased in comparison schools due to unrelated interventions (increase for comparison group). Our impact estimates rely on comparing the changes among treatment students to the change among comparison group. Then, the DID estimator would calculate that that the treatment group increased by less than the comparison group, which would manifest as a negative impact estimate.

#### Exhibit 50. Impacts on experience with canteen

Outcome	Impact Estimate	Treatment Mean	Treatment N	Comparison Mean	Comparison N
Aware of the school canteen program	0.02	0.89	1108	0.31	366
Child ate at the school canteen	-0.17***	0.93	1106	0.28	365

Note: Standard errors clustered at the school level; \* 0.10, \*\* 0.05, \*\*\* 0.01

Source: Household Survey

205 School canteen awareness was similarly very high at baseline, especially in treatment schools. Awareness of school canteen programs decreased from baseline to endline in both treatment and comparison schools, however the difference was small and not likely indicative of changes in parental familiarity canteens. Interestingly, more parents reported that their children ate at a school canteen than said they were aware of a school canteen program. This comparison suggests that parents knew their child was eating at a school canteen but did not know who was providing the food.

206 We also test for impacts on the volume of food consumed through the number of meals consumed at home either by children or by adults but detect no significant results for either group (Exhibit 51 Exhibit ). This result is unsurprising given that both treatment and comparison children (2.7) and adults (2.6) were both already consuming nearly three full meals per day at baseline.

#### Exhibit 51. Impacts on food access

Outcome	Impact Estimate	Treatment Mean	Treatment N	Comparison Mean	Comparison N
Reduced Coping Strategy Index	-0.57	5.15	1115	4.72	371
Number of meals consumed yesterday by children under 5 years	-0.03	3.15	925	3.15	322
Number of meals consumed yesterday by adults	0.08	2.86	1111	2.85	369
Number of meals consumed on an average day by children under 5 years	-0.12	3.18	927	3.19	322
Number of meals consumed on an average day by adults	-0.01	2.87	1113	2.88	371

Note: Standard errors clustered at the school level; \* 0.10, \*\* 0.05, \*\*\* 0.01

Source: Household Survey

207 We find little evidence that households of students from treatment schools increased their dietary diversity (Exhibit 52 Exhibit ). Treated households were 10 percentage points less likely to consume pasta or breads but we detected no impacts on the likelihood that households would consume any other kind of food. We also tested the impacts of the program on a consolidated measure of food consumption, known as the Household Dietary Diversity Score. This measure did not show any impacts either, which is unsurprising given that the various categories of foods that comprise the scale showed no impacts on their own.

#### Exhibit 52. Impacts on food consumption

Outcome	Impact Estimate	Treatment Mean	Treatment N	Comparison Mean	Comparison N
<b>Household Dietary Diversity Score</b>	-0.09	4.47	1115	4.61	371
<b>Ate rice</b>	-0.03	0.72	1115	0.72	371
<b>Ate pasta, bread/cake and/or donuts</b>	-0.10*	0.15	1115	0.16	371
<b>Ate other grains: Sorghum millet, maize, fonio</b>	0.04	0.39	1115	0.45	371
<b>Ate roots, tubers, potato, yams, cassava, sweet pot</b>	-0.01	0.31	1115	0.29	371
<b>Ate plantain banana</b>	0.03	0.07	1115	0.07	371
<b>Ate legumes/nuts: beans, cowpeas, peanuts, lentils,</b>	0.03	0.41	1115	0.40	371
<b>Ate orange vegetables</b>	-0.01	0.01	1115	0.02	371
<b>Ate green leafy vegetables</b>	0.07	0.61	1115	0.61	371
<b>Ate other vegetables</b>	-0.07	0.33	1115	0.37	371
<b>Ate orange fruits (except oranges)</b>	0.05	0.01	1115	0.02	371
<b>Ate other fruits</b>	-0.02	0.03	1115	0.05	371
<b>Ate meat, chicken, goat, pork</b>	-0.02	0.17	1115	0.17	371
<b>Ate liver, kidney, heart, and/or other organ meats</b>	-0.01	0.00	1115	0.01	371
<b>Ate fish/shellfish</b>	-0.07	0.48	1115	0.49	371
<b>Ate eggs</b>	0.01	0.02	1115	0.03	371
<b>Ate milk and other dairy</b>	0.07	0.10	1115	0.08	371
<b>Ate oil/fat/butter</b>	-0.04	0.41	1115	0.45	371
<b>Ate sugar or sugar products</b>	-0.03	0.22	1115	0.23	371
<b>Ate condiments/spices/alcoholic beverages</b>	-0.01	0.69	1115	0.72	371

Note: Standard errors clustered at the school level; \* 0.10, \*\* 0.05, \*\*\* 0.01; Measures food consumption the day prior to the survey.

Source: Household Survey

208 Qualitative data indicated that the program strengthened the capacity of women's groups and COGES, although both have expressed a desire for more training and support. Several respondents in trained groups said they felt the skills they gained through the program could continue to be used. Female parents from Gontougo indicated their commitment to using funding through their cooperative, "We can help in the canteen if we say that their rice is finished, we can help. We made a cooperative so we can go and buy the rice. At the level of the toilets if we were told to contribute, we can do it." Qualitative data also indicated that members of COGES felt their capacity had increased. A member of a COGES FGD in Bagoué said, "As a member of COGES how to manage a canteen, how to manage a management committee everyone has learned something or? And even how to run a school. Did we know all this before us? We didn't know." Often, members of WPGs and COGES claimed that participating in the groups gave them new skills to help them serve their communities.

209 However, many group members of the WPGs and COGES expressed a desire for more support, particularly additional training on topics such as income generation and school canteen



management and additional resources. Many people claimed to have received no trainings, and in many cases, only the group presidents were trained. Some of the WPG members, in particular, said that the trainings they received were irrelevant to them because they already know how to farm and do not have the time for such trainings. They instead could benefit from training on topics such as income-generating activities, but most importantly they needed new productive inputs. For instance, one WPG respondent in Bafing said, “The training does not suit us because where we are there in our country, our region we do not need training. If they gave us three-wheel machine and then wheelbarrow we can work on that, but the training we do not need training.” Another WPG respondent in Gontougo said, “The machine we received cannot pound and crush the corn. We were told that the machine could crush all kinds of grain, but this is not the case. The motorcycles and all the pumps are out of service. We are obliged to always clean the field with a machete, which is why we also ask for more of the machetes.” Overall, group participation was an enriching experience for most COGES and WPG members, and there are opportunities for McGovern-Dole implementers to continue increasing group capacity.

## 2.4.2 Are there any unintended effects (negative and/or positive) on beneficiaries? What have been the gender-specific impacts, in particular with regard to the education of girls and empowerment of women in the program delivery? What are the main drivers of positive impacts?

210 We find that the results for reading outcomes were broadly the same for boys and girls (Exhibit Exhibit ). This similarity suggests that the program was successful at encouraging both girls and boys to enjoy reading but that the program had no effect on either boys or girls increasing their access to books or their actual reading proficiency. Given that we generally see similar impacts for both boys and girls, this observation suggests that the program did not inadvertently promote education more strongly for boys than girls, or vice versa. Rather the challenges the program faces in promoting literacy is unrelated to gender.

### Exhibit 53. Gender-specific impacts on reading outcomes

Outcome	Girls Impact	Boys Impact	Girls Mean	Girls N	Boys Mean	Boys N
Proficient at reading	-0.01	0.03	0.22	555	0.19	560
Reading level	0.10	-0.05	3.97	555	3.79	560
Child likes reading	0.23***	0.16**	0.83	553	0.81	559
Has books at home	-0.34	-0.36	0.65	553	0.64	559
Has books for kids at home other than schoolbooks	-0.03	0.02	0.17	555	0.13	559
Child reads with someone at home	0.00	-0.02	0.58	555	0.58	559
Reads alone at home	-0.01	-0.04	0.63	555	0.61	560

Note: Standard errors clustered at the school level; \* 0.10, \*\* 0.05, \*\*\* 0.01

Source: Household Survey

211 We find some effects on parents’ experience with the canteen that differ by gender (Exhibit 54Exhibit ). We detect a negative impact on the likelihood that children ate at the school canteen for both boys and for girls. Given the high rates of canteen availability at baseline, both boys and girls appear to have little opportunity to increase access to canteens since nearly all children already attended a canteen at baseline. Both families of girls and families of boys report high levels of school canteen awareness. Further, according to qualitative interviews, the parents were quite aware of the food available to the children in their communities.

### Exhibit 54. Gender-specific impacts on experience with canteen

Outcome	Girls Impact	Boys Impact	Girls Mean	Girls N	Boys Mean	Boys N
Aware of the school canteen program	-0.04	0.08	0.88	552	0.89	556
Child ate at the school canteen	-0.19***	-0.15*	0.92	550	0.95	556

Note: Standard errors clustered at the school level; \* 0.10, \*\* 0.05, \*\*\* 0.01

Source: Household Survey

212 We find limited evidence of gender-specific impacts for the number of meals that children or adults consume (Exhibit 55Exhibit 5511). We detect a negative impact on the number of meals that children under five eat in households with boys. When facing food deficits, a common coping mechanism is to shift food consumptions from lower priority household members to higher priority household members. However, this impact does not appear to be of meaningful magnitude given that the mean difference between households of girls and households of boys is only 0.06 meals per day (3.21 versus 3.15). In some cases, girls may consume fewer meals than their male counterparts to provide boys with the energy needed for manual labor. However, these differences may not appear until later, when children can contribute more to household activities.

#### Exhibit 5511. Gender-specific impacts on food access

Outcome	Girls Impact	Boys Impact	Girls Mean	Girls N	Boys Mean	Boys N
Number of meals consumed yesterday by children under 5 years	0.00	-0.06	3.18	467	3.13	458
Number of meals consumed yesterday by adults	0.07	0.08	2.86	555	2.86	556
Number of meals consumed on an average day by children under 5 years	-0.02	-0.22*	3.21	467	3.15	460
Number of meals consumed on an average day by adults	0.05	-0.07	2.87	554	2.86	559

Note: Standard errors clustered at the school level; \* 0.10, \*\* 0.05, \*\*\* 0.01

Source: Household Survey

213 When breaking up the food consumption results by gender, we find that the overall impacts we see above are largely driven by girls (Exhibit 56Exhibit ). Households with girls increased consumption of other grains (11 pp), green leafy vegetables (9 pp), orange fruits (9 pp), and milk/dairy (10 pp). Households with boys reported were no more likely to consume any of these food categories. Instead, they were less likely to have reported consume rice (3 pp), pasta/breads (20 pp), other grains (3 pp), tubers (1 pp), and fish (13 pp). The only thing they were more likely to consume was legumes/nuts. These gender-specific findings suggest that any improvements in household dietary diversity likely accrued only to households with girls. We tested whether this trend could be due to households with girls being more likely to receive take-home rations but found no significant improvements in likelihood of consuming a food category for households of girls receiving or not receiving the rations. Another possible explanation for these findings is that more households with girls are able to direct money freed up by a child receiving canteen meals to increase their dietary diversity since girls increased enrolment more than boys.

#### Exhibit 56. Gender-specific impacts on food consumption

Outcome	Girls Impact	Boys Impact	Girls Mean	Girls N	Boys Mean	Boys N
Ate rice	-0.04	-0.03	0.73	555	0.72	560
Ate pasta, bread/cake and/or donuts	0.00	-0.20***	0.17	555	0.13	560
Ate other grains: Sorghum millet, maize, fonio	0.11*	-0.03	0.38	555	0.40	560
Ate roots, tubers, potato, yams, cassava, sweet pot	0.00	-0.01	0.31	555	0.32	560
Ate plantain banana	0.05	0.02	0.07	555	0.08	560
Ate legumes/nuts: beans, cowpeas, peanuts, lentils,	0.00	0.07	0.42	555	0.40	560
Ate orange vegetables	-0.01	-0.01	0.01	555	0.01	560
Ate green leafy vegetables	0.09*	0.05	0.61	555	0.60	560
Ate other vegetables	-0.05	-0.08	0.33	555	0.32	560
Ate orange fruits (except oranges)	0.09*	0.03	0.01	555	0.02	560
Ate other fruits	-0.02	-0.01	0.03	555	0.04	560

<b>Ate meat, chicken, goat, pork</b>	0.02	-0.06	0.18	555	0.17	560
<b>Ate liver, kidney, heart, and/or other organ meats</b>	-0.03*	0.01	0.00	555	0.00	560
<b>Ate fish/shellfish</b>	-0.01	-0.13**	0.50	555	0.46	560
<b>Ate eggs</b>	0.01	0.01	0.03	555	0.02	560
<b>Ate milk and other dairy</b>	0.10*	0.04	0.09	555	0.11	560
<b>Ate oil/fat/butter</b>	-0.05	-0.02	0.42	555	0.41	560
<b>Ate sugar or sugar products</b>	0.01	-0.08	0.24	555	0.20	560
<b>Ate condiments/spices/alcoholic beverages</b>	0.01	-0.03	0.68	555	0.69	560

Note: Standard errors clustered at the school level; \* 0.10, \*\* 0.05, \*\*\* 0.01

Source: Household Survey

### 2.4.3 To what extent have the results of the program progressed toward positive long-term effects on the targeted beneficiaries (girls, boys, men, and women), households, communities, and institutions?

214 The McGovern-Dole program made parents feel that they were better able to keep their children enrolled in school. Qualitative data indicated that the program influenced students and families most saliently by encouraging children to remain at school through the lunch hour, enabling them to learn free from the distraction of hunger, and motivating school attendance, specifically for girls. One of the ANADER chiefs of zone said, *"I think the project responds to the improvement of schooling in that it allows children to stay in school at noon while parents are outside, in the field. It must be said that the second aspect is that beyond the school canteen aspect, there is the distribution of dry food to the girls' parents. This action has made it possible to keep the children in the school curriculum."* Parents reiterated the fact that the school canteens allowed students to stay at school during the day, which helped them save the energy of traveling back and forth from home, discouraged skipping class in the afternoons, and motivated them to attend because they enjoyed eating in the canteens. Although the dry rations seemed to reduce the number of boys in school, the increased rates of girls' enrollment in addition to other impacts of the school canteens will have a lasting impact for those children by developing their human capital. Increased girls' school attendance is likely to have lasting positive impacts on this generation of girls and their future families. Despite these positive findings about parental perceptions of schooling and increased girls' enrollment, we cannot attribute any of the changes directly to the program itself.

215 The results discussed in Section 2.4.1 suggest that there has been some long-term progress toward achieving the goals of the program. The DID model that we use to identify the program impacts compares the five-year changes for the treated children to the five-year changes for the comparison children. These impacts covering the 2016-2021 timeframe are, by themselves, relatively long-term impacts. So, we can conclude that the program did not have long-term impacts on reading levels and key nutrition outcomes. However, these results will not be the final set of results. During the second phase of the study, we will continue to focus on these literacy and nutrition outcomes, ultimately providing ten-year impacts for these outcomes.

216 By supporting the COGES and WPGs, the McGovern-Dole program has built up structures that could enable continued community mobilization. As previously described, many of the community groups have grown in size and vitality in recent years. *"Our level of commitment has really improved,"* one COGES member stated. The translator for one WPG member explained, *"What she likes is the atmosphere and the joy that resides in the fields. She is impatient that the day of the work in the field arrives."* Group members also described their contributions to the schools with pride. Although groups did face financial, time, and resource constraints that hindered the groups' ability to meet all needs of the schools, the high level of commitment and the intrinsic motivation that the group members indicated suggests that they will continue supporting the schools in the future.

## 2.5. SUSTAINABILITY

217 This section summarizes results on sustainability, including key factors that affect the likelihood of continuation of program activities.

### 2.5.1 To what extent are the benefits of the intervention likely to continue after the end of WFP activities?

218 Respondents discussed program sustainability in terms of the second phase of the program (2021-2025); that is, most stakeholders referenced sustainability planning for the second phase, and said that because those plans are currently in place, sustainability seems likely at least in the short term. At the same time, respondents in the qualitative sample pointed to gaps in the sustainability plan for the second phase that may hinder long-term sustainability, even with the phased transition plan. Such gaps centered mainly around the availability of funding and government commitment.

### 2.5.2 What are the key factors affecting the sustainability of the program?

219 **The key factors affecting the sustainability of the program are funding and government commitment.** Local respondents of all types, including those from local government posts, were doubtful of the ability of government to take up the program financially. The MENA DCS director referenced having gone through a similar transition, saying, *"We have lived experiences of ration transfer to the government. And we have set up mechanisms: as soon as we are transferred, we have procedures that we put in place so in relation to that we are still a little equipped. Now the question is, will the budget that the government will put in actually make it possible to take charge of school canteens?"* Respondents advocated the need for official policy so that program activities continue beyond the transition period as a demonstration of government commitment. Policy seemed especially important to solidify a plan for continuation of training provision for beneficiaries. A COGES FGD respondent in Tchologo said, *"For me it is to give more training to parents so that they understand that after the departure of WFP. They are the ones who will be there for their children."* Likewise, MENA DPFC emphasized the need for policy that will ensure continuing education for teachers, *"It is continuing training that is not done as we want, but today the project is to write a policy for continuing education."*

### 2.5.3 How can groups of farmers contribute to the supply of the canteens, and is there any evidence that their contribution will continue after the project ends?

220 Government respondents emphasized the importance of community mobilization to continue to supply the school canteens and seemed to have already been sensitizing groups for that. DCS directors indicated they were already using the community mobilization guide. In addition, a MENA CRESAC officer said, *"All directors have been asked to collect. To ask the children that everyone comes with a kilogram of rice we will start working with that. There are a few schools that have started working. So you can't sit down and wait like that. We carry out activities, so if tomorrow even the WFP withdraws, and we stay there, we will be forced to go to the field request and continue the awareness, talk to the parents so that they can understand that they really must take ownership of the supply of their canteen."*

221 **Respondents emphasized that lack of funding for the program would present a problem to the continuation of the canteens.** One ANADER Zone Director said, *"If the community mobilization is strong and everyone becomes aware that it is necessary to have a whole set of people around the school canteens, we go without fear. It is also necessary to integrate perennial crops in the direction of sustainability."* However, a respondent in a WFP FGD was hopeful about continuing contributions, *"I think that all these entities are on the right track to be able to ensure sustainability, even if they still need additional support that we will provide them in the second phase of the project through the implementation of the transition plan to allow them to be really able to ensure the supply of school canteens."*

222 WPGs seemed committed to continuing to support school canteens but did not yet seem capable of taking on full responsibilities without external support. One reason to suppose that WPGs will continue into the future is that many of the groups we spoke with had established their groups before the start of the program. In recent years, several of the WPGs had trended toward growth in the numbers of active women and had the support of other community members. One respondent said, *"If our strength is less, we will inform the population so that they help us plough to make a large plot to be able to support the canteen."* Implementing partners also seem willing to continue support of the women's groups. The ANADER Regional Director said, *"So it is now to tell them [producers ...] to organize the village in such a way that the canteen is supplied from the beginning to the end, [according*

to] our traditional role. Without funding from WFP, we can always accompany our parents, producers, provide support of course the support of our ministry through all the projects we lead."

223 Although communities are dedicated to continuing support of the school feeding program, the findings of this evaluation have shown that the women's groups are not capable of fully supporting the canteens. The WPGs face ongoing needs related to equipment (e.g., transportation vehicles and gasoline, fertilizer, and agricultural machinery), training (e.g., for group administration and income generation), land rights, and irrigation. Declines in the quantity and quality of foods in the canteens suggest that the women have not been fully able to make up for the waning support of the WFP. The commitment of the WPGs and communities implies that they will continue to supply food to the canteens in the future but will not be able to provide the same quantity and quality of foods without the WFP's support.

#### 2.5.4 Did the intervention change gender relations in the medium to long term?

224 In addition to increasing the capacity of women's groups, qualitative data indicated that **canteens enabled women to save money and freed up time for preparing food at home during the day**. A mother from Tchologo said, *"The canteen helps me save. If I prepare at home at noon, it could cost me at least five hundred francs... The fact that the child eats in the canteen makes me less expenses at home at noon, at the level of eating we no longer prepare much at noon at home."* Female parents from Poro also described similar benefits of canteens on women's time and livelihood. Yet, while the canteens help reduce women's workload to prepare midday meals in the home, women are meanwhile taking on labor-intensive agricultural activities through the WPGs disproportionately to men. While households may save some money with the low cost of school meals, women in the WPGs reported spending additional money to support agricultural activities.

225 **Many stakeholders were not happy with just girls receiving rations**, indicating there may not have been adequate communication about the purpose of doing so. Many respondents said providing bags of rice only to families of girl students was not equitable and recommended also providing bags of rice to families of boy students. A member of the COGES group in Bagoué said, *"If it continued, they only have to settle the sharing girl boy because it began to create frustrations. There are parents who only have boys when the other parents come to get rice."* Another respondent in the same group said, *"Why give food to young girls and leave young boys. There are parents who have no girls at school than boys and while his friends have at least three bags of rice every year he what has 4 boys at school is left with nothing. If they can help us with this it would be good because it frustrates."*



## 3. Conclusions and recommendations

226 Below we present the main conclusions and recommendations based on our evaluation findings. A summary of these is included Annex 9.

### 3.1. CONCLUSIONS

227 We categorize our conclusions thematically, related to the school canteen performance, student experience and performance, teacher experience and performance, and WPG experience and performance.

#### 3.1.1. Canteen performance

228 All McGovern-Dole schools visited have a kitchen and a functioning canteen, and the McGovern-Dole program has supported schools in all regions to achieve a high and stable number of canteen days. Treatment schools offered canteen days on 88 percent of school days, which is a slight drop from 94 percent at midline. Qualitatively, respondents overwhelmingly agreed that providing school meals encourages children to attend school and remain in school throughout the day. That said, some qualitative respondents indicated food quality has declined and that children often return home from school hungry. Quantitative data corroborate this finding somewhat, and the percentage of school days that meet the minimum dietary diversity standards declined from 82.5 percent at midline to 66.8 percent at endline. The government and community members have limited resources, which may have caused a decline in the school canteen functioning as the McGovern-Dole program reduces its level of support.

229 Usage of equipment and proper food storage improved since midline, and canteen managers demonstrated a steady high performance in terms of knowledge, planning, and use of monitoring books. However, while canteen managers themselves are consistently trained, 40 percent of canteen management committees reported that no other committee members had been trained, suggesting a top-heavy approach to training.

#### 3.1.2. Student experience and performance

230 While students have largely maintained the positive reading practices and attitudes reported at midline (81% of children said they liked reading at endline, and most read at home either alone or with a parent), reading proficiency rates have declined (from 32.2% at midline to 19.6% at endline). Several external factors may have contributed to the decline in reading proficiency rates, including the extended school closures due to COVID-19, teacher turnover, and the fact that more teachers reported teaching in local languages (up from 27% at midline to 41% at endline) but children are still formally assessed in French, meaning that there is a potential mismatch in their learning language and their assessment language.

231 While the McGovern-Dole program made a commendable effort to incentivize girls' attendance by providing take-home rations to their families, some community members felt that it was unfair to provide the dry rations only for girls. Additionally, some families of boy children felt discouraged, and we saw a decline in boys' enrollment that may have been an unintended consequence of the gendered distribution of take-home rations. Indeed, boys' average enrollment fell steadily from an average of 123 students per school at baseline to 114 students at midline to 101 students at endline. By comparison, girls' average enrollment stayed relatively consistent, with an average of 113 students per school at baseline, 114 students at midline, and 111 students at endline.

232 While there were improvements in access to potable water and latrines since midline, there remains room for improvement in the status of WASH facilities at schools. At endline, 70 percent of schools reported having sanitary facilities, compared to 59 percent at midline. Additionally, the share of schools with gender-separated facilities rose from 31 percent at midline to 44 percent at endline. Still, in schools that had sanitary facilities, about a quarter of them were non-functional, suggesting progress can still be made in the reliability of sanitary facilities.

233 Paralleling declines in the diversity of foods served at school canteens, our data indicated that students' households also experienced declines in food security and dietary diversity. Because declines in household dietary diversity occurred in households from comparison schools as well, it is likely that the declines did not result from the McGovern-Dole program, but from a more widespread issues such as climate change or economic recession due to the COVID-19 pandemic, conflict, or other factors could be affecting food security in the region.

### **3.1.3. Teacher experience and performance**

234 Potentially related to the decline in student reading proficiency, the percentage of teachers trained by AVSI declined from 92 percent at midline to 63 percent at endline. More than half of teachers (51%) reported being unable to complete the curriculum and only 26 percent reported receiving regular teacher trainings. Despite these challenges, teachers continue to use a variety of activities and tools to teach reading at similar rates to midline. Of the AVSI-provided reading and writing materials, teachers used mostly reading boards (69%), illustrated boards (60%), and mobile libraries (56%). Some factors that have reportedly influenced the effectiveness of the McGovern-Dole teacher training intervention were high rates of teacher turnover and competing interventions such as PAPSE.

### **3.1.4. WPG experience and performance**

235 Qualitative data indicated that the program strengthened the capacity of women's groups, with several respondents saying they felt the skills they gained through program-supported trainings could continue to be used. However, problems persisted, particularly regarding sustainability, as women's groups still needed productive inputs, seemed to take on disproportionate work and responsibility to men, and likely would require additional funding beyond the project period.

## **3.2. RECOMMENDATIONS**

236 Evidence-based recommendations are presented below and grouped in three thematic categories: data collection and record keeping; programmatic adjustments; and collaboration and coordination. Each of these recommendations has been assessed for potential risk. It is important to consider the set of recommendations as a package to be taken forward collectively and considered in conjunction with the separate, but complementary baseline report. Exhibit 57 provides further information on who is responsible for each recommendation, the priority level, and the timeframe for implementing each recommendation.

237 In terms of data collection and record-keeping, evaluation findings suggest that two potential improvements to how McGovern-Dole performance is tracked at the school and community levels:

238 **Recommendation 1:** We suggest that WFP track and report on the number days and number of canteen meals in all schools that are supported by WFP and those that are supported by community contributions by using information gathered in canteen management documentation. This will enable M&E staff at WFP and future evaluations to determine how many canteen days were supported through McGovern-Dole and how much the community contributed independently, thus allowing to assess whether any gradual handover to the community occurred as intended.

239 **Recommendation 2:** WFP should consider working with WPGs to track their crop yields, production, and profitability margin more closely. Qualitative data suggests that WPGs face numerous obstacles and may not be self-sufficient or profitable on their own, which has implications for the program's long-term sustainability.

240 Evaluation findings also suggest that certain programmatic adjustments should be considered, particularly in terms of the support provided to WPGs and students and their families:

241 **Recommendation 3:** Moving forward, we suggest that WFP carefully considers the potential unintended consequences of gender-specific interventions and supports, such as providing take-home rations to girls only. In the first phase of the McGovern-Dole program, the take-home rations for girls only appears to have discouraged some boys and their families and may have contributed to the decline in boys' enrollment between midline and endline.

- 242 **Recommendation 4:** WFP should consider the individual needs and capacities of WPGs and provide tailored support to WPGs based on these specific needs. Qualitatively, we learned that not all trainings are directly relevant to WPGs (for example, agricultural trainings may teach them things they already know) and the types of equipment or productive inputs each WPG needs vary. Recommendation #2 above could also help determine which WPGs are in need of most support.
- 243 Lastly, we identified several recommendations for improved coordination and collaboration that could be considered in the current phase of the McGovern-Dole program:
- 244 **Recommendation 5:** WFP should work with MENA to reinforce teacher professional development and supports, including through more active involvement of the pedagogical advisors. Teachers reported being visited by pedagogical advisors only once or twice per year, which is not necessarily sufficient to support their development. Only 26 percent of teachers reported receiving regular trainings organized by MENA. Teachers may require additional support in the wake of the COVID-19 pandemic as they struggle to address student learning loss resulting from prolonged school closures.
- 245 **Recommendation 6:** Consider potential synergies with programs such as PAPSE which are working towards similar objectives in some of the same areas McGovern-Dole is operating. Given that more than half of teachers reported being unable to finish their curriculum, it would seem important to ensure that interventions are not inadvertently competing for teachers' time and potentially confusing lesson delivery. Furthermore, with the high rates of teacher transfer, the use of differing education interventions could create confusion when teachers relocate to schools with alternative methodologies.
- 246 **Recommendation 7:** Given that more teachers are teaching reading in mother tongue rather than in French, we suggest that WFP collaborates with MENA to determine the feasibility of assessing early reading skills in mother tongue rather than French in schools where teachers are teaching early reading in mother tongue.

**Exhibit 5712. Evaluation recommendations**

#	Recommendation	Recommendation grouping: By theme	Responsibility (one lead office/entity)	Other contributing entities (if applicable)	Priority: High/medium	By when
1	Clearly differentiate between canteen meals that are supported by WFP and those that are supported by community contributions, including tracking both for M&E purposes.	Data collection/record keeping	WFP Cote d'Ivoire	DCS and ANADER	High	As soon as possible
2	Consider the potential unintended consequences of gender-specific interventions and supports, such as providing take-home rations to girls only.	Programmatic adjustments	WFP Cote d'Ivoire	N/A	Medium	Throughout Phase 2
3	Provide tailored support to WPGs based on their specific needs. For example, different groups require different productive inputs and equipment, different types of training, and so forth.	Programmatic adjustments	WFP Cote d'Ivoire	ANADER	High	Throughout Phase 2
4	Work with WPGs to track their crop yields, production, and profitability margin more closely.	Data collection/record keeping	WFP Cote d'Ivoire	ANADER	High	As soon as possible
5	Work with MENA to reinforce teacher professional development and supports, including through more active involvement of the pedagogical advisors.	Collaboration and coordination	WFP Cote d'Ivoire / AVSI	MENA	High	Throughout Phase 2
6	Consider potential synergies with programs such as PAPSE which are working towards similar objectives in some of the same areas McGovern-Dole is operating.	Collaboration and coordination	WFP Cote d'Ivoire / AVSI	World Bank, other development partners in Côte d'Ivoire	Medium	Throughout Phase 2
7	Work with MENA to determine the feasibility of assessing early reading skills in mother tongue rather than French in schools where teachers are teaching early reading in mother tongue.	Collaboration and coordination	WFP Cote d'Ivoire	MENA	Medium	Throughout Phase 2

# Annex 1. Summary Terms of Reference

247 The terms of reference for the final evaluation of the first phase and baseline evaluation of the second phase of McGovern-Dole Food for Education and Child Nutrition project are available in English on WFP's website using the following link: <https://www.wfp.org/publications/cote-divoire-support-integrated-school-feeding-programme-final-and-baseline>



## Annex 2. Timeline

Phases, Activities and Deliverables	Key dates
<b>Phase 1: Preparation</b>	<b>December 2020–May 2021</b>
Preparation of the draft evaluation TOR	
Circulation of TOR with stakeholders for review	
Quality assurance of RDTs	
Appointment of an evaluation manager (EG)	
<b>Final TOR</b>	
Identification and recruitment of the evaluation team	
<b>Phase 2: Start-up</b>	<b>June–October 2021</b>
Briefing of the evaluation team	Week of July 19
Document review	
Preparation of the draft of the inception report including the methodology	
Submission of the first draft of the inception report	Week of September 6
Quality assurance by the evaluation manager and external independent quality support service	
Consolidation of comments on the report, by the EG	September 30
Review of the inception report by the evaluation team	
<b>Submission of the second draft of the inception report to the EG</b>	October 7
Share the inception report to all stakeholders (Evaluation Reference Group)	
Consolidation of comments on the report, by the EG	October 21
Review of the inception report by the evaluation team	
<b>Submission of revised inception report to EG</b>	October 29
<b>Approval of the final inception report by the evaluation committee</b>	
<b>Phase 3: Data collection and analysis</b>	<b>November–December 2021</b>
Organization of the evaluation mission: Finalization of the planning of the field visits	
<b>Field data collection</b>	November
Debriefing	
<b>Checklist / PowerPoint presentation of the first results</b>	
<b>Phase 4: Reporting</b>	<b>January–March 2022</b>
Preparation of the first draft of the evaluation report	
Submission of the first draft of the evaluation report	February 25
Quality assurance by the evaluation manager and external independent quality support service	March 11
Review of the first draft of the evaluation report by the evaluation team	
<b>Submission of the second draft of the evaluation report to the EG</b>	March 25 (assuming 2 weeks to address comments)
Sharing of the evaluation report to all stakeholders (evaluation reference group)	
Consolidation of comments, by the EG	April 1
Revision of the second draft of the evaluation report, by the evaluation team	
<b>Submission of the final evaluation report to the Evaluation Manager</b>	April 8 (assuming 1 week to address final comments)

	<b>Approval of the final assessment report by the assessment committee including the USDA</b>	
	<b>Submit final report to USDA for approval</b>	
	<b>Phase 5: Dissemination and monitoring</b>	<b>April-May 2022</b>
	Development of a management response plan	
	Dissemination of the final report to all stakeholders	
	Organization of an internal restitution with the members of Reference Group in Abidjan	
	Publication of the report on the WFP website	

## Annex 3. Evaluation Matrix

Evaluation Questions	Indicators	Sources of data/information	Data analysis methods	Responsible party
<b>I. Relevance and coherence</b>				
<ul style="list-style-type: none"> <li>• To what extent was the intervention’s design in line with the needs and priorities of the government, the targeted population, including vulnerable groups —women, girls, boys, and men?</li> <li>• Was the intervention aligned with the policies and priorities of WFP, partners, and UN agencies?</li> <li>• To what extent have the program design and objectives taken into account the social, economic, cultural, political, and environmental context and equity?</li> <li>• To what extent was the intervention able to adapt throughout the project to new needs or changing circumstances?</li> <li>• To what extent have the intervention design and implementation taken gender into account?</li> <li>• What were the synergies between the intervention and other WFP interventions?</li> <li>• To what extent was WFP’s intervention consistent with the policies and programs of other partners operating in the same context?</li> </ul>	<ul style="list-style-type: none"> <li>• Beneficiaries’ perception of usefulness for themselves and other household members (by gender)</li> <li>• Beneficiaries’ perception of the relevance of the McGovern-Dole program for gender equality</li> <li>• Perception of the program activities in alignment with other national activities (e.g., ministry policies, other WFP initiatives)</li> <li>• Beneficiaries’ perception of applicability</li> <li>• Alignment of strategic plans and documented changes in the program with needs and priorities of the targeted population</li> <li>• Alignment of program objectives with objectives of other education and nutrition interventions</li> <li>• Perception appropriateness of the program for the social, economic, cultural, political, and environmental context</li> <li>• Perceived synergies between WFP interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group interviews (parents, COGES members, women’s production groups)</li> <li>• Key informant interviews (USDA staff, government officials, program staff, partners)</li> <li>• Document review</li> <li>• Monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative</li> <li>• Desk review</li> </ul>	<ul style="list-style-type: none"> <li>• AIR</li> </ul>

Evaluation Questions	Indicators	Sources of data/information	Data analysis methods	Responsible party
<ul style="list-style-type: none"> <li>To what extent were the intervention design and implementation consistent with humanitarian principles?</li> </ul>				
<b>II. Effectiveness</b>				
<ul style="list-style-type: none"> <li>To what extent have the outputs and outcomes been achieved (are they likely to be achieved)? What are the factors that have influenced the achievement or not?</li> <li>Has the achievement of results led, or is it likely to lead, to the achievement of the intervention objectives? What major factors have influenced this?</li> <li>Have the results been achieved for men, women, boys, and girls?</li> <li>Have the standards of assistance been met?</li> <li>To what extent have the recommendations formulated during</li> </ul>	<ul style="list-style-type: none"> <li>Number of textbooks and other teaching and learning materials provided with USDA help</li> <li>Number of target schools where students have additional reading material with USDA help</li> <li>Proportion of students in target schools who regularly consumed a meal before or during the school day (by gender)</li> <li>Number of girls receiving take-home rations as a result of USDA assistance (by new/continuing)</li> <li>Number of teachers/ educators /teaching assistants trained or certified as a result of USDA assistance (by type, by gender)</li> <li>Number of target schools with access to better food preparation and storage equipment</li> <li>Perception of the program's effectiveness on beneficiaries and providers</li> <li>Perceived changes in process and implementation activities since midline evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher survey</li> <li>School survey</li> <li>Key informant interviews (program staff, partners)</li> <li>Focus group discussions (parents, COGES members, women's production groups)</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>AIR</li> </ul>

Evaluation Questions	Indicators	Sources of data/information	Data analysis methods	Responsible party
the midline evaluation been implemented and what were the results and effects, the hindering or supporting factors?	<ul style="list-style-type: none"> <li>• Number of students enrolled in schools receiving USDA assistance (by gender)</li> <li>• Gender ratio, primary</li> <li>• Number of people who received health education and child nutrition as a result of USDA assistance (by gender)</li> <li>• Number of students who received deworming (by gender)</li> <li>• Number of school-age children receiving school meals daily (breakfast, snack, lunch) as a result of USDA assistance (by gender; new and continuing)</li> <li>• Number of daily school meals (breakfast, snack, lunch) provided to school children as a result of USDA assistance</li> <li>• Number of rations provided following USDA assistance</li> <li>• Number of daily school meals (breakfast, snack, lunch) offered to school children as a result of USDA assistance</li> </ul>	<ul style="list-style-type: none"> <li>• WFP monitoring records</li> </ul>		<ul style="list-style-type: none"> <li>• WFP</li> </ul>
<b>III. Efficiency</b>				
<ul style="list-style-type: none"> <li>• To what extent were the activities “profitable” in terms of cost and efficiency?</li> <li>• Was the intervention implemented in a timely manner?</li> <li>• Was the intervention carried out in the most efficient way compared to alternatives?</li> <li>• How efficient is targeting?</li> <li>• What are the external and internal factors influencing efficiency?</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders’ perceptions of cost-effectiveness</li> <li>• Beneficiary/stakeholders’ perceptions of timely implementation and adequate responsiveness (by gender)</li> <li>• Stakeholders’ perceptions of experienced bottlenecks to efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group discussions (parents, COGES members, women’s production groups)</li> <li>• Key informant interviews (government officials, program staff, partners)</li> <li>• Monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative</li> </ul>	<ul style="list-style-type: none"> <li>• AIR</li> </ul>
<b>IV. Impact</b>				



Evaluation Questions	Indicators	Sources of data/information	Data analysis methods	Responsible party
<ul style="list-style-type: none"> <li>• What were the program effects on participants in terms of: a) Improving educational indicators; b) Improving student reading; c) strengthening the capacity of groups? What are the reasons for these observed effects?</li> <li>• Are there any unintended effects (negative and/or positive) on beneficiaries? What have been the gender-specific impacts, in particular with regard to the education of girls and empowerment of women in the program delivery? What are the main drivers of positive impacts?</li> <li>• To what extent have the results of the program progressed toward positive long-term effects on the targeted beneficiaries (girls, boys, men, and women), households, communities, and institutions?</li> </ul>	<ul style="list-style-type: none"> <li>• Proportion of students at the end of two years of elementary school who demonstrate that they can read and understand the meaning of grade level text (by gender)</li> <li>• Number of teachers in the target schools who demonstrate the use of new techniques and educational tools after USDA assistance</li> <li>• Proportion of teachers in the target schools attending school regularly (at least 90% of school days) per school year</li> <li>• Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and good technical and pedagogical tools (by type, by gender)</li> <li>• Proportion of pupils identified as attentive in classrooms by their teachers (by gender, grade)</li> <li>• Proportion of households with acceptable food consumption (by gender of household head)</li> <li>• Index of survival strategies (average) (by gender of household head)</li> <li>• Dietary Diversity Score (by gender of household head)</li> <li>• Proportion of pupils regularly (80%) in classes/schools supported by USDA (by gender)</li> <li>• Proportion of students who miss more than 10 school days a year due to illness (by gender)</li> <li>• Number of members of the management committees and members of women's production groups who are aware of the importance of education</li> <li>• Proportion of school-age children receiving a minimum acceptable diet (by gender)</li> <li>• Proportion of members of the school management committee and canteen management staff who can identify at least three health and hygiene practices (by gender)</li> <li>• Proportion of members of the school management committee and the canteen management staff who can identify at least three practices for safe preparation and storage of food</li> <li>• Proportion of schools using an improved water source</li> <li>• Proportion of schools with improved sanitation facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey and ASER</li> <li>• Teacher survey</li> <li>• School-Director survey</li> <li>• Household survey</li> <li>• Canteen manager survey</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>• AIR</li> </ul>

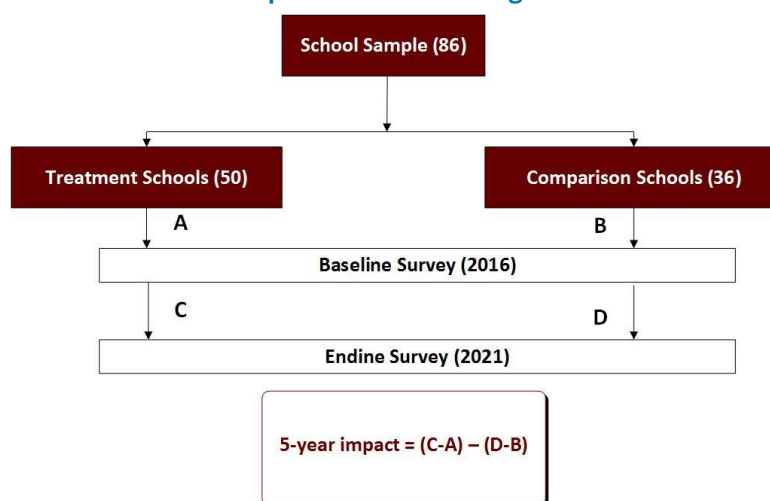
Evaluation Questions	Indicators	Sources of data/information	Data analysis methods	Responsible party
	<ul style="list-style-type: none"> <li>• Number of people benefiting directly from interventions financed by USDA (by gender and date)</li> <li>• Number of people indirectly benefiting from interventions financed by USDA</li> <li>• Number of target school leaders that demonstrate new and good technical and pedagogical tools (by type, by gender)</li> <li>• Number of school officials trained or certified as a result of USDA assistance (by gender)</li> <li>• Number of beneficiaries of social safety nets who participate in productive safety nets following USDA assistance (by gender; new and continuing)</li> </ul>	<ul style="list-style-type: none"> <li>• WFP monitoring records</li> </ul>		<ul style="list-style-type: none"> <li>• WFP</li> </ul>
<b>V. Sustainability</b>				

Evaluation Questions	Indicators	Sources of data/information	Data analysis methods	Responsible party
<ul style="list-style-type: none"> <li>• To what extent are the benefits of the intervention likely to continue after the end of WFP activities?</li> <li>• What are the key factors affecting the sustainability of the program?</li> <li>• How can groups of farmers contribute to the supply of the canteens, and is there any evidence that their contribution will continue after the project ends?</li> <li>• Did the intervention change gender relations in the medium to long term?</li> </ul>	<ul style="list-style-type: none"> <li>• Value of public and private investment leveraged as a result of USDA assistance (host government)</li> <li>• Annual growth rate of the budget allocated by the government to the National Directorate of School Canteens</li> <li>• Number of policies in the areas of health and nutrition of children, regulations, and administrative procedures, according to their level of development, due to USDA assistance (for stage)</li> <li>• Number of policies in the education sector, regulations, and administrative procedures, according to their level of development, due to USDA assistance (for stage)</li> <li>• Number of parent-teacher associations or similar governance structures “school” sustained as a result of USDA assistance</li> <li>• Number of public-private partnerships set up as a result of USDA assistance (nutrition, education, health, multi-sectoral, and other)</li> <li>• Number of government staff who are trained in management of food and monitoring and evaluation</li> <li>• Number of policies in the areas of health and nutrition of children, regulations, and administrative procedures, according to their level of development, due to USDA assistance (from steps 1, 2, and 5)</li> <li>• Number of public-private partnerships set up as a result of USDA assistance (female producing groupings)</li> <li>• Beneficiaries’ perception of sustainability of groups and committees without further support (by gender)</li> <li>• Perception of WPG members’ access to credit, productive inputs, and livelihoods</li> </ul>	<ul style="list-style-type: none"> <li>• WFP monitoring data</li> <li>• Key informant interviews (USDA staff, government officials, program staff, partners)</li> <li>• Focus group discussions (parents, COGES members, women’s production groups)</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative</li> </ul>	<ul style="list-style-type: none"> <li>• WFP</li> <li>• AIR</li> </ul>

# Annex 4. DID Methodology

248 The main objective of the impact evaluation is to assess the extent to which the program resulted in improved student and household outcomes. We measured the program's causal impacts on student and household outcomes after five years of implementation using a DID approach. The DID approach provides a valid estimate of the counterfactual when program operational rules prevent random assignment to select schools receiving the program and when comparison schools have already been selected from nearby schools with similar socioeconomic and geographic characteristics.

Exhibit 58. Endline impact evaluation design



249 We sampled a repeated cross-section of students at endline, following the approach at midline. This was preferable when there is a substantial probability of student attrition from school. In addition, having independent samples surveyed every period minimizes the probability that the act of measurement itself influences subject behavior (e.g., children may score better in a test when they take the same type of test multiple times, not because they know more, but because they are more used to taking that test). As illustrated in Exhibit 58, the DID approach compares the changes in outcomes (e.g., reading scores) over time between the students from treatment schools and students from comparison schools that are not benefiting from the program (the comparison group). The DID approach computes the program impacts as follows:

- (C-A) represents the difference in outcomes between 2016 and 2021 for the treatment group.
- (D-B) represents the difference in outcomes between 2016 and 2021 for the comparison group.
- (C-A) - (D-B) represents the five-year impact measured by the difference between the differences in outcomes for the treatment group (C-A) and the difference for the comparison group (D-B).

250 **Power Calculations.** Our power analysis confirms the sample of 1,486 students across 84 schools is adequate to detect a relatively small effect size of 0.27 standard deviations for the estimation of the five-year impact on literacy outcomes under the following assumptions: power ( $\beta$ ) of 0.80, intra-cluster correlation of 0.25, correlation of other covariates with the measured outcomes of 0.50, and a 95 percent level of confidence. The assumed intra-cluster correlation of 0.25 is consistent with what has been found in related studies in India, Kenya, and Madagascar (Duflo, Glennerster, & Kremer, 2008; French & Kingdon, 2010).

251 **Data Analysis.** We estimated the program effects using DID analysis of student reading outcomes, as follows:

$$252 Y_{ist} = \alpha + \beta_1 t_1 + \gamma T + \delta_1 t_1 T + \delta_2 t_2 T + \theta X_{is} + \varepsilon_{ist}$$

253 where

- $Y_{ist}$  is the student level outcome variable of student  $i$  from school  $s$  at time  $t$
- $t_1$  is an indicator variable with  $t_1 = 0$  at baseline and  $t_1 = 1$  at endline
- $T$  is an indicator variable with  $T = 0$  at comparison and  $T = 1$  at treatment school

- $X_{is}$  is a set of student or household  $i$  characteristics, such as gender, parents' education, distance to school

254 To account for the fact that students are nested within schools and grades, we specified that the standard errors allow for intragroup correlation, strengthening the usual requirement that the observations be independent. Standard errors were clustered within the school. In addition, as requested in the TOR, we conducted subgroup analysis by gender to determine whether boys or girls are responding differently to the program. The parameter of interest in this model is  $\delta_1$ , which is the regression-adjusted average intent-to-treat effect of the intervention at endline.



## Annex 5. List of People Interviewed

255 The following table shows the key informant interviews (KIIs) and focus group discussions (FGDs) we conducted with program implementers as part of this evaluation. In addition to the following, we also conducted 20 field-level FGDs among male parents/caregivers, female parents/caregivers, COGES, and WPGs at five schools in Poro, Gontougo, Bagoué, Tchologo, and Bafing. See the Qualitative Data Collection sub-section of section 1.5 for more details.

Category	Type of Interview	Respondents
Government and partners	FGD	<ul style="list-style-type: none"> <li>Director of School Canteens</li> <li>Assistant Director of School Canteens</li> <li>Supplier</li> <li>Assistant Director of the Integrated Program for Sustainability of School Canteens</li> <li>Assistant Director of Monitoring and Evaluation (M&amp;E)</li> </ul>
	FGD	<ul style="list-style-type: none"> <li>Energy Department</li> <li>Communications Department</li> <li>Accounting Department</li> </ul>
	FGD	<ul style="list-style-type: none"> <li>Direction of Pedagogy and Continuing Education (DPFC)</li> </ul>
	FGD	<ul style="list-style-type: none"> <li>Regional Coordinators of School Canteens (CRESAC)</li> </ul>
	FGD	<ul style="list-style-type: none"> <li>Regional Directors of National Education (DREN)</li> <li>Canteen Manager</li> </ul>
	FGD	<ul style="list-style-type: none"> <li>Inspectors (4)</li> </ul>
	KII	<ul style="list-style-type: none"> <li>ANADER Head</li> </ul>
	KII	<ul style="list-style-type: none"> <li>Regional Director of ANADER</li> </ul>
	FGD	<ul style="list-style-type: none"> <li>ANADER Zone Chiefs (4)</li> </ul>
	KII	<ul style="list-style-type: none"> <li>BFGD Coordinator of SAMS Project</li> </ul>
USDA	KII	<ul style="list-style-type: none"> <li>McGovern-Dole Côte d'Ivoire Program Manager</li> </ul>
AVSI	KII	<ul style="list-style-type: none"> <li>AVSI Regional Representative</li> </ul>
	KII	<ul style="list-style-type: none"> <li>AVSI Chief of Education Project</li> </ul>
	KII	<ul style="list-style-type: none"> <li>AVSI M&amp;E Manager</li> </ul>
WFP	FGD	<ul style="list-style-type: none"> <li>School Feeding Officer</li> <li>School Feeding Associate</li> <li>Nutrition Specialist</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Project Manager</li> <li>▪ Program Assistant</li> <li>▪ Head of Program Unit</li> <li>▪ Resilience Officer</li> <li>▪ Resilience Manager</li> </ul>
	FGD	<ul style="list-style-type: none"> <li>▪ M&amp;E Officer</li> <li>▪ M&amp;E Assistant</li> <li>▪ Monitor</li> <li>▪ Sub-Office Heads</li> <li>▪ Program Assistant</li> <li>▪ Shipping Manager</li> <li>▪ Budget Program Officer</li> <li>▪ Head of Finance Unit</li> <li>▪ Head of Supply Chain</li> </ul>

# Annex 6. Data collection Tools

## KEY INFORMANT INTERVIEW: USDA STAFF

Organization:

Title:

Gender:

1. Can you tell me about what your role has been with the McGovern-Dole program in Ivory Coast?
2. From your perspective, what are the most critical aspects for WFP to focus on to make sure that this project is a success?
3. Based on your knowledge of the McGovern-Dole project in Ivory Coast as well as other McGovern-Dole projects, what are the strengths and weaknesses of WFP's design? *Remind respondent to differentiate between current and previous program.*
4. How well and in what ways does the program align with USDA's priorities and trends? Are there any ways that the program does not align with USDA's priorities? If yes, how so? *Remind respondent to differentiate between current and previous program.*
5. How effective/efficient do the management structures seem to be? *(Probe for specific examples, if possible, and differentiate between operational management and technical management)* How has the program been able to adapt to changing circumstances? *(Probe: for example, circumstances such as covid-19, political or organizational changes, environmental/contextual changes.)*
6. Are you familiar with the specific outputs and outcomes of the program? *(If no, say that program objectives consist of improving schooling, retention, primary education, literacy capacities, food security, nutrition, and the health of schoolchildren.)* *Remind respondent to differentiate between current and previous program.*
  - a. To what extent do you think they've been achieved (are they likely to be achieved)?
  - b. What are the factors that have influenced the achievement or not?
7. Do you believe that the program's results have led (or are likely to lead) to achieving the intervention objectives? What major factors have influenced this? *Probe for specific intervention objectives: improved primary schooling/retention, literacy, food security, nutrition, and health.* *Remind respondent to differentiate between current and previous program.*
8. Do you think the current program will be successful in increasing government capacity and improving school-level WASH infrastructure? Please explain.
9. To what extent have the recommendations from the midline evaluation been implemented? For example, the recommendation to reduce the proportion of canteen days covered in McGovern-Dole schools, to enhance communication with the government, and to increase WFP's field presence)? For the recommendations that were adopted, did it lead to program improvements? For the recommendations that were not adopted, why not?
10. Has the program adapted since its inception in response to changing circumstances? If yes, how has it changed and have those changes been effective? Are there any further changes you believe should be made? *Remind respondent to differentiate between current and previous program.*
11. Why was the decision made to add a WASH component and remove the home rations component in the current program?

12. How efficient do you believe activities were in terms of costs and benefits? *Remind respondent to differentiate between current and previous program.*
13. Was the program implemented in a timely manner? Were any activities delayed? Are there any ways the intervention could have been more efficient? *Remind respondent to differentiate between current and previous program.*
14. Do you believe the McGovern-Dole program is reaching the neediest schools/households? Why or why not? *Remind respondent to differentiate between current and previous program.*
15. What influenced the program's efficiency? *(probe: internal/organizational factors and external/environmental factors)*
16. To what extent do you believe the program has or has not made progress toward its gender goals, in support of girls' education and food security in particular? *Remind respondent to differentiate between current and previous program.*
17. We understand that the McGovern-Dole program is in a transition phase to transfer more responsibility of the program to the government. What is your impression of the success of this transition?
  - a. Please tell me about any specific factors that you think might affect the program's chances to succeed, now and in the future. Please explain why and how you think this factor/these factors could influence the program in the future.
18. Do you have any recommendations to help ensure sustainability of the project?
19. Is there anything else that you'd like to share with me today?

*Thank you for your time and comments.*

## FOCUS GROUP DISCUSSION: WFP

Number of participants:

Titles:

Genders:

- **Here as researchers for the McGovern-Dole project. We are not funding any programs, we are providing feedback to program implementers**
- **Everything is confidential, we will not record anyone's name or share anything they say with teachers, principals, or any other community members. Respect each other and do not repeat this conversation outside of here**
- **No right or wrong answers – it's ok to disagree because we want everyone's opinion. Everyone should speak freely, and respect each other**
- **We will be here for one hour**
- **You do not have to answer a question if you do not want**
- **Can we record the discussion for notes?**
- **Do you have any questions for us before we begin?**

### Background

1. Could you all briefly introduce yourselves and share how long you've been involved with the McGovern-Dole project and what your role is?

### Relevance

2. What is the main goal of the Food for Education project? What, specifically, is it trying to achieve? (Probe on short-term versus long-term goals) Do you think these are reasonable goals? Why/why not? *Ask respondents to differentiate between current and previous program.*
3. How many of you were involved in the design phase? If so, in what ways? What are the strengths of the project's design? What are its weaknesses? *Ask respondents to differentiate between current and previous program.*
4. In what ways/how well do you think the McGovern-Dole program's goals fit with the government's educational and health priorities goals? (national/regional/local) What about WFP's goals? *Remind respondent to differentiate between current and previous program.*
5. To what extent do you believe the MDG program has taken gender into account? (*probe for examples*) To what extent has it taken other equity issues into consideration? *Ask respondents to differentiate between current and previous program.*
6. Since the project began, have beneficiaries' needs changed over time in a way that has affected the project? If so, how has the project responded to changing needs? *Ask respondents to differentiate between current and previous program.*
7. How has the program been able to adapt to changing circumstances? (*Probe: for example, circumstances such as covid-19, political or organizational changes, environmental/contextual changes.*) Have those changes been effective? Are there any further changes you believe should be made? *Ask respondents to differentiate between current and previous program.*



8. Why was the decision made to add a WASH component and remove the home rations component in the current program?
9. To what extent have the recommendations formulated during the midline evaluation been implemented? For example, the recommendation to reduce the proportion of canteen days covered in McGovern-Dole schools, to enhance communication with the government, and to increase WFP's field presence)? What were the results of making these changes? What hindered or supported the changes from being achieved?

### **Effectiveness**

10. Are the project's planned activities proceeding on schedule? What has helped stay on schedule and what has made it difficult? Was the same true for the previous program?
11. What outputs or outcomes has the project achieved so far? (*probe for outcomes related to improving schooling, retention, primary education, literacy capacities, food security, nutrition, and the health of schoolchildren*)
  - a. Are expected results occurring as planned?
  - b. To what extent will the objectives be achieved?
  - c. How would you compare the achievements of the previous versus the current program?
12. Is the implementation of some activities more successful than others? If so, which ones? Why? *Ask respondents to differentiate between current and previous program.*
13. Can you tell me a little about the program's M&E system? Is it effective in collecting regular, reliable data about program's progress?
14. Overall, what are the successes and challenges experienced in the implementation process? How can they be addressed for better achievements in the future? *Ask respondents to differentiate between current and previous program.*

### **Efficiency**

15. Are the project's planned activities proceeding on schedule? What has helped stay on schedule and what has made it difficult? How does this differ from the previous project?
16. To your knowledge, to what extent are the planned activities being implemented according to the budget? Was the previous project able to stay within budget?
17. What obstacles in allocating budget resources have arisen? How were they overcome and at what cost? *Ask respondents to differentiate between current and previous program.*
18. Do you think the project is implemented in the most efficient way? In what ways can it be more efficient? Are objectives being achieved on time? Why or why not? *Ask respondents to differentiate between current and previous program.*
19. What influenced the program's efficiency? (*probe: internal/organizational factors and external/environmental factors*) Has this changed from the previous project?

### **Impact**

20. What are the impacts, if any so far, of the activities on communities where the McGovern-Dole project is being implemented? Which activities do you think have the greatest impacts? Why? *Ask respondents to differentiate between current and previous program.*

21. Is there a difference in the way that the activities are affecting boys and girls? *Ask respondents to differentiate between current and previous program.*
22. What has been impact of the project's activities on the communities in terms of
  - a. Building organizational capacities (SMC, Women's Agricultural Groups)
  - b. Raising awareness in parents /teachers/students (for example, on the importance of education, promoting attendance for students and teachers)*Remind respondent to differentiate between current and previous program.*
23. How are community-based structures (e.g., schools, SMC, Women's Agricultural Groups) supporting project implementation? Are they on track to assume ownership of key activities beyond the life of the project? Are they satisfied with their participation? How might they be encouraged and/or supported to participate more? *Ask respondents to differentiate between current and previous program.*
24. How have capacity building activities for SMC improved their capacities? What obstacles persist? What more should be done to ensure they will have the capacity to manage the school canteens beyond the life of the project? *Ask respondents to differentiate between current and previous program.*
25. What innovations, lessons learned, and good practices can be documented so far? *Ask respondents to differentiate between current and previous program.*

### **Sustainability**

26. We understand that the McGovern-Dole program is in a transition phase to transfer more responsibility of the program to the government. What is your impression on the success of this transition?
27. From your perspective, which activities and processes will be sustainable beyond project funding, and which will not be sustainable? Please explain. What are the biggest challenges to sustainability? Is the project prepared to overcome these challenges?
28. Do you believe the government and other local organizations have the capacity to sustain the project activities and outcomes after the project funding ends? *(probe for national, district, and community levels)*  
Why or why not?
29. Do any socio-cultural or political aspects endanger the sustainability of the project and what actions are being taken to sensitize local institutions and target groups to these issues?
30. What measures, and which specific efforts, have been undertaken already to prepare for the phase out of the project's funding?
31. Do you have any recommendations to help ensure sustainability of the project?

### **Conclusion**

32. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

*Thank you all for your time and comments.*

## KEY INFORMANT INTERVIEW: GOVERNMENT, PARTNERS, AND OTHER STAKEHOLDERS

Organization:

Title:

Gender:

Organization	Individual(s)	Key Topics to Focus on During Interview
MENA	<ul style="list-style-type: none"> <li>• Directeur des Stratégies de la Planification et des Statistiques</li> <li>• Directeur du Centre National de Formation et de Production de Matériel Didactique (CNFPM)</li> <li>• Chef du Département des Programmes au Centre d'Animation et de Formation Pédagogique</li> <li>• Direction de l'Animation et de Promotion des COGES (MEN/DAP-COGES)</li> <li>• Direction de la Vie Scolaire (DVS) (Responsable de la Vie Scolaire)</li> <li>• Other MENA employees, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• McGovern-Dole complementarity with other programs (including coherence/coordination)</li> <li>• Government collaboration (with other ministries and partners)</li> <li>• Sustainability of school canteens</li> </ul>
Ministere de l'Agriculture et du Développement Rural	<ul style="list-style-type: none"> <li>• Responsable de l'Alimentation Scolaire et de l'Eau</li> <li>• Other ministry employees, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Efficiency/effectiveness of school feeding</li> <li>• WASH-related challenges/successes in current program</li> <li>• Sustainability of school canteens</li> </ul>
Direction des Cantines Scolaires	<ul style="list-style-type: none"> <li>• Directeur de l'Alimentation Scolaire</li> <li>• Other direction employees, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Efficiency/effectiveness of school feeding</li> <li>• Sustainability of school canteens</li> </ul>
AVSI	<ul style="list-style-type: none"> <li>• Régional Manager basé à Abidjan</li> <li>• Chef Projet Education basé à Bouaké</li> <li>• Responsable M&amp;E basé à Abidjan</li> <li>• Chargé d'évaluation suivi basé à Bouaké</li> <li>• Responsable de partenariats et du</li> </ul>	<ul style="list-style-type: none"> <li>• McGovern-Dole adaptations and adjustments since midline</li> <li>• McGovern-Dole complementarity with other programs (including coherence/coordination)</li> <li>• Government collaboration/capacity building</li> </ul>

	développement des affaires, basé aux États-Unis	
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### Background

1. What is your title? How long have you been with [government agency/organization]? Can you tell me about what your role has been related to the McGovern-Dole project? How long have you been involved with this project?

### Relevance

2. How do you understand the McGovern-Dole project? What are its main goals? (*Probe on short-term versus long-term goals*) Do you think these are reasonable goals? Why/why not? Remind respondent to differentiate between current and previous program.
3. Were you involved or consulted in the design phase of the current or previous program? What about during the activities planning process? Please describe your involvement and whether or not it was sufficient. Remind respondent to differentiate between current and previous program.
4. What are the barriers to education in Cote d'Ivoire (or region, if talking to regional official)? Are there different barriers for boys and girls? In what ways do you think the McGovern-Dole project took these socio-economic, cultural, political, and environmental situations into consideration? How well do you believe the project has incorporated issues related to gender? Remind respondent to differentiate between current and previous program.
5. How well do you think that the McGovern-Dole project is aligned with Cote d'Ivoire (or the region's) priorities, policies, programs, and laws? (*for partners and other stakeholders*) What about your organization's priorities and programs?
6. How has the program been able to adapt to changing circumstances? (*Probe: for example, circumstances such as covid-19, political or organizational changes, environmental/contextual changes.*) Have those changes been effective? Are there any further changes you believe should be made?
7. To what extent have the recommendations formulated during the midline evaluation been implemented? For example, the recommendation to reduce the proportion of canteen days covered in McGovern-Dole schools, to enhance communication with the government, and to increase WFP's field presence)? What were the results and effects? What hindered or supported those changes from being achieved?

### Effectiveness

8.
  - a. To what extent do you think the McGovern-Dole project is meeting its goals? (*probe for outcomes related to improving schooling, retention, primary education, literacy capacities, food security, nutrition, and the health of schoolchildren*) In what ways, if any, does it fall short? How can it be improved? *Probe for specific intervention objectives: improved primary schooling/retention, literacy, food security, nutrition, and health.* Do you think the previous McGovern-Dole project met its goals? Why or why not?
  - b. Do you think the current program will be successful in increasing government capacity and improving school-level WASH infrastructure? Please explain.

### Efficiency

9. To what extent does the McGovern-Dole project collaborate with your government department/organization? Is this an adequate level of collaboration? Why or why not? How can it be improved?

10. In what ways do you think the McGovern-Dole project used existing capacity or structures to address the educational and health needs of students?

### **Impact**

11. What impact do you think the McGovern-Dole project has had so far, if any, in the communities where it is implemented? Which activities have had the greatest impacts so far?

12. In your opinion, is there anything about the project that could be strengthened or done differently? What were the overall challenges you see? What are the overall successes of the McGovern-Dole project? How can they be taken into account for future projects?

### **Sustainability**

13. We understand that the McGovern-Dole program is in a transition phase to transfer more responsibility of the program to the government. What is your impression on the success of this transition?

14. From your perspective, which activities and processes will be sustainable beyond grant funding, and which will not be sustainable? Please explain. What are the biggest challenges to sustainability? Is the project prepared to overcome these challenges?

15. What role, if any, will your agency/department have in ensuring sustainability of the outcomes?

### **Conclusion**

16. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

*Thank you for your time and comments.*



## FOCUS GROUP DISCUSSION: PARENTS

School:

Gender:

Number of Participants:

- **Here as researchers for the McGovern-Dole project. We are not funding any programs or school, we are providing feedback to program implementers**
- **Everything is confidential, we will not record anyone's name or share anything they say with teachers, principals, or any other community members. Respect each other and do not repeat this conversation outside of here**
- **No right or wrong answers – it's ok to disagree because we want everyone's opinion. Everyone should speak freely, and respect each other**
- **We will be here for one hour**
- **You do not have to answer a question if you do not want**
- **Can we record the discussion for notes?**
- **Do you have any questions for us before we begin?**

1. How many children do you have at this school? What are their ages and genders? Do you have any older children who attended this school in the past?
2. Do your children go willingly and look forward to attending school? What do they like/dislike about going to school? (Probe for specific examples of their own children and what they like/dislike)
3. What do *you* like about the school your child attends? What, if anything, could be better?
4. Do you think your school does a good job helping your child learn to read? Why or why not? What has been most helpful to your child's literacy? What would help children's reading to improve? (probe for specific activities/materials)
  - a. (For parents of older children) Have you noticed any changes in how your school supports literacy in recent years? If so, what changes have you observed?
5. What does the community do to support the school and children's education? How helpful are those activities? (probe for supporting the school canteen, donating time and agricultural products/wood/etc.)
6. What do you think would encourage children in your community to go to school more often? What would help them learn to read better? Are those things different for girls and boys?
7. Do you know about the program McGovern-Dole? What do you know about it?

*If parents do not know about the program, tell them that it provides the school canteen, plans to rehabilitate school latrines and water stations in some schools, distributed deworming tablets, helped communities to support school feeding and sanitation, provided reading materials, and tried to improve literacy instruction.*

8. Do you think daily hot meals support children to go to school? Do they support children's ability to learn? Why or why not?
  - a. (For parents of older children) Have you noticed any changes in the school canteen in recent years? If so, what changes have you observed?

- b. If your children did not have the school canteen, would they eat a midday meal? If so, where would that meal come from?
  - c. Does the school canteen make any difference in the amount or quality of food your child receives? Please describe.
  - d. Has the school canteen helped your household save any money? Has it made any impact on food security for your household?
9. What do you know about the latrines at your child's school? Has your child ever talked to you about the latrines at school? If so, what did they say?
- a. Do you think access to quality latrines makes a difference in children's school attendance? What about their ability to learn? Why or why not? Probe for differences between boys and girls.
10. What do you know about the water stations at your child's school? Do you think access to water supports children to go to school? Does it impact their ability to learn? Why or why not? Without the water stations, what would happen?
11. Has your child received deworming tablets? Do you believe deworming tablets support children's ability to go to school? Does it impact their ability to learn? Why or why not?
12. From your perspective, does the McGovern-Dole program adequately address the needs of children and their families? Why or why not? What would you do differently to better support children and their families?
13. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

**Thank you for your time!**

## FOCUS GROUP DISCUSSION: SCHOOL MANAGEMENT COMMITTEE

School:

Gender:

Number of Participants:

- **Here as researchers for the McGovern-Dole project. We are not funding any programs or school, we are providing feedback to program implementers**
- **Everything is confidential, we will not record anyone's name or share anything they say with teachers, principals, or any other community members. Respect each other and do not repeat this conversation outside of here**
- **No right or wrong answers - it's ok to disagree because we want everyone's opinion. Everyone should speak freely, and respect each other**
- **We will be here for one hour**
- **You do not have to answer a question if you do not want**
- **Can we record the discussion for notes?**
- **Do you have any questions for us before we begin?**

1. First, can you tell me about the roles and responsibilities of the School Management Committee as they relate to the McGovern-Dole program? What activities are you responsible for? *Remind respondents to differentiate between current and previous program.*
2. What kind of training did your group receive? What did you like about your training? Are there any areas where you need more support? (Probe: Who provided the training? What language was the training delivered in? Were the training content and the tools used appropriate? Was the training sufficient? Would you be able to lead a similar training yourselves?) *Remind respondents to differentiate between now (current) and previous program.*
3. Were there any changes to SMC activities or initiatives following the trainings from WFP? Please explain. (Probe for whether initiatives/activities were more or less successful following WFP trainings). *Remind respondents to differentiate between now (current) and previous program.*
4. Do you think the activities of your SMC support children in your community to go to school or improve their studying/learning conditions? Why or why not?
  - a. Are there any differences in the effects for boys and girls? If so, please describe.
5. How active are parents in this community in supporting their children's education? Do they donate to the school canteens? Do they support SMC activities? Do they support their children's education in other ways? *(Probe for differences in support for male and female children.)*
6. What challenges have you faced? (probe for challenges related to COVID-19.) Are there ways that your group or the McGovern-Dole program has changed in response to those challenges? If yes, what changes were made and how helpful were those changes? What needs do you think are still unmet?
7. Do men and women participate equally in your SMC? Who in your group is primarily responsible for decision-making?

8. In general, do you think that children in your community have access to quality education? What about healthy food? Why or why not? (Probe for differences by gender) What would you do differently to better support children and their families? (Probe: what other needs do children and families have regarding education and healthy food that are currently not met?)
9. In what ways, if any, has the McGovern-Dole project improved your community? What about the capacities of your SMC? Remind respondents to differentiate between now (current) and previous program.
10. In your opinion, is there anything about the project that could be strengthened or done differently? Remind respondents to differentiate between now (current) and previous program.
11. Has your level of engagement in the SMC changed in recent years? How so?
12. What are the biggest challenges to sustainability for your SMC?
13. What support does your SMC need to manage activities in the future? Do you have any recommendations to help ensure sustainability of the project?
14. Have you learned anything from participating in the SMC? Overall, has it been a positive or negative experience? Why?
15. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

**Thank you for your time!**

## FOCUS GROUP DISCUSSION: WOMEN'S AGRICULTURAL GROUP

School/Region:

Number of Participants:

- **Here as researchers for the McGovern-Dole project. We are not funding any programs or school, we are providing feedback to program implementers**
- **Everything is confidential, we will not record anyone's name or share anything they say with teachers, principals, or any other community members. Respect each other and do not repeat this conversation outside of here**
- **No right or wrong answers – it's ok to disagree because we want everyone's opinion. Everyone should speak freely, and respect each other**
- **We will be here for one hour**
- **You do not have to answer a question if you do not want**
- **Can we record the discussion for notes?**
- **Do you have any questions for us before we begin?**

1. First, I'd like to learn about your group. When was this group formed? How did it start? When did you start working with McGovern-Dole? How many members do you currently have?
2. I'd like for you to describe the activities that you participate in as part of the agricultural group. What activities particularly relate to school feeding/the McGovern-Dole project? *If not mentioned:* Do you participate in or lead any activities related to mobilizing the community around the school canteen? If yes, please describe.
3. How does your agricultural group currently support the school canteen? How many schools are you currently supporting? Would you have the capacity (time, land access, etc.) to support more school days and/or more schools? Please explain.
4. What type of crop are you providing to the school canteen? Do you think students like eating this crop, or would they prefer to eat something else? Please explain.
5. How much of your annual production are you able to currently contribute? How is it delivered to the school canteen, and at what cost? Do you know how many days of school feeding this contribution is able to cover?
6. Why did you join the agricultural group?
7. Are you paid for the food that you provide to the school, or do you donate it? If you are paid, are you paid a fair price for the food? Is the price you are paid above, below, or equal to market costs? If you are not paid, do you receive any other compensation?
8. What kind of resources does your group receive? (Probe for tools, fertilizer, etc.) Who provided it, and when? What did you like about this? Are these resources sufficient? Are there any areas where you need more support?
9. What kind of technical assistance/training does your group receive? (Probe for financial literacy training, management training, community mobilization training, etc.) Who provided it, and when? What did you like about this technical assistance? What have you learned? Are there any areas where you need more support?

10. Do you think the activities of your agricultural group support children in your community to go to school? Why or why not?
  - a. Are there any differences in the effects for boys and girls? If so, please describe.
11. Do you believe the activities of your group help children have access to more or better food? Why or why not?
12. Have you been a part of or seen any successful activities through your work as a member of the agricultural group? How did it make you feel? What aspects of the activity (ies) do you feel were the most successful? (Probe: were there any successful outcomes that were surprising to you?) Probe: specific to McGovern-Dole
13. Were there any activities the agricultural group tried to do this year or last year which were not successful? Which were the least successful? (Probe: were there any negative outcomes that were surprising to you?)
14. What challenges have you faced? (probe for effects of COVID-19) Are there ways that your group or the McGovern-Dole program has changed in response to those challenges? If yes, what changes were made and how helpful were those changes? What needs do you think are still unmet?
15. How many women are in your group, and how many men? What are some of the advantages of being part of a *women's* agricultural group? In what ways do you benefit from having women in the group? How do the men support the group?
16. Has your participation in a women's agricultural group increased your access to resources, skills, and equipment? How? What about your power to make decisions or your control of resources? Probe: specific to McGovern-Dole
17. From your perspective, does the overall McGovern-Dole program adequately address the needs of children and their families? Do you think that children in your community have access to quality education and healthy food? Why or why not? What would you do differently to better support children and their families?
18. In your opinion, is there anything about the project that could be strengthened or done differently?
19. What role, if any, will your agricultural group have in ensuring sustainability of the outcomes? Will your group be able to fully support the school canteen? If so, at what point? What measures, and which specific efforts, have been undertaken already to prepare for the phase out of the project's funding? What support does your group need to manage activities in the future? Do you have any recommendations to help ensure sustainability of the project?
20. From your perspective, which activities and processes will be sustainable beyond the end of the McGovern-Dole program and which will not be sustainable? Please explain. What are the biggest challenges to sustainability? Is your group prepared to overcome these challenges?
21. Overall, has participating in a women's group been a positive or negative experience? Why? Probe: specific to McGovern-Dole
22. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

**Thank you for your time!**



## School Questionnaire (McGovern-Dole Cote d'Ivoire)

Field	Question	Answer
enum		
chef	Name of Team Lead	
enum_name	Enumerator name	
enum_no	Enumerator number	
enum_no_confirm	Confirm the number of the enumerator.	
location		
region	Select the region	region region
iep	Select IEP	iep iep
ecole	Select school	ecole ecole

My name is [enum\_name].

note1

We are conducting a study on behalf of the World Food Programme (WFP) and the Ministry of National Education (MENET) on the sustainability of the school canteens and the enrolment level of children in the Bafing, Bagoué, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. We would like school principals to take part in this interview. We would like to ask you questions about your students, your teachers, and your school infrastructure.

Field	Question	Answer
	<p>This interview approximately lasts one hour (1h). The information that you will provide are strictly confidential and will not be disclosed to any other person for any reason whatsoever. Participation is voluntary, however we hope that you will participate in this interview because your points of view will allow us to better appreciate the food situation in your region. Your answers will in no way affect your access to the food aid programs. Do you have any specific questions? Can we start now?</p>	
consent	Do you consent to this survey?	<p>1 Yes</p> <p>0 No</p> <p>9 Not found</p>
sex	<p>What sex are you?</p> <p><i>*Demandez seulement si c'est nécessaire</i></p> <p><i>Question relevant when: \${consent}=1</i></p>	<p>1 Male</p> <p>2 Female</p> <p>- Refuse to reply</p> <p>999</p>
consent_section		
<i>Group relevant when: \${consent}=1</i>		
consent_section > classes		

Field	Question	Answer
note_classes	In this section, consider the academic year 2020-2021	
q11b	Was there the CP1 class in this school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q11c	Was there the CP2 class in this school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q11d	Was there the CE1 class at the school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q11e	Was there CE2 class in this school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q11f	Was there CM1 class at the school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - Refuse to reply 999

Field	Question	Answer
q11g	Was there the CM2 class at the school during the school year 2020-2021?	1 Yes 0 No 3 Don't know - Refuse to reply 999
note_effectif	What was the enrollment of students enrolled by level and gender for the 2020-2021 school year? <i>* Si il y a plusieurs classes du même niveau, choisir la classe avec le plus grand effectif et enquêtez les élèves et enseignants de la même classe.</i>	
consent_section > CP1 Group relevant when: $\{q11b\} = '1'$		
note_cp1	CP1 <i>* Si il y a plusieurs classes du même niveau, choisir la classe avec le plus grand effectif et enquêtez les élèves et enseignants de la même classe.</i>	
q122f	Number of girls 2020-2021	
q122g	Number of boys 2020-2021	
q122t	Total CP1 2020-2021	
consent_section > CP2 Group relevant when: $\{q11c\} = '1'$		
note_cp2	CP2 <i>* Si il y a plusieurs classes du même niveau, choisir la classe</i>	

Field	Question	Answer
	<i>avec le plus grand effectif et enquêtez les élèves et enseignants de la même classe.</i>	
q123f	Number of girls 2020-2021	
q123g	Number of boys 2020-2021	
q123t	Total CP2 year 2020-2021	
consent_section > CE1 <i>Group relevant when: \${q11d} = '1'</i>		
note_ce1	CE1 <i>* Si il y a plusieurs classes du même niveau, choisir la classe avec le plus grand effectif et enquêtez les élèves et enseignants de la même classe.</i>	
q124f	Number of girls 2020-2021	
q124g	Number of boys 2020-2021	
q124t	Total CE1 year 2020-2021	
consent_section > CE2 <i>Group relevant when: \${q11e} = '1'</i>		
note_ce2	CE2 <i>* Si il y a plusieurs classes du même niveau, choisir la classe avec le plus grand effectif et enquêtez les élèves et enseignants de la même classe.</i>	
q125f	Number of girls 2020-2021	
q125g	Number of boys 2020-2021	
q125t	Total CE2 year 2020-2021	
consent_section > CM1		

Field	Question	Answer
<i>Group relevant when: \${q11f} = '1'</i>		
note_cm1	CM1 <i>* Si il y a plusieurs classes du même niveau, choisir la classe avec le plus grand effectif et enquêtez les élèves et enseignants de la même classe.</i>	
q126f	Number of girls 2020-2021	
q126g	Number of boys 2020-2021	
q126t	Total CM1 year 2020-2021	
consent_section > CM2 <i>Group relevant when: \${q11g} = '1'</i>		
note_cm2	CM2 <i>* Si il y a plusieurs classes du même niveau, choisir la classe avec le plus grand effectif et enquêtez les élèves et enseignants de la même classe.</i>	
q127f	Number of girls 2020-2021	
q127g	Number of boys 2020-2021	
q127t	Total CM2 year 2020-2021	
q12a	Investigator! Ask the school principal the following question: "Can you show me the attendance register for April 21, 2021?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist
q12a_warning	Investigator! The information contained in the school's attendance register is of critical	



Field	Question	Answer
	importance to our investigation. Do not select this option without doing everything you can to get this document. <i>Question relevant when:</i> $\{q12a\} \neq 1$	
q12a_why	If not, why? <i>*Veuillez donner une explication détaillée.</i> <i>Question relevant when:</i> $\{q12a\} \neq 1$	
consent_section > presence <i>Group relevant when: <math>\{q12a\} = 1</math></i>		
note_presence	Investigator for each class you will ask the students' attendance on April 21, 2021	
consent_section > presence > CP1_april24 <i>Group relevant when: <math>\{q11b\} = '1'</math></i>		
note_cp1_apr	CP1	
q122bf	Number of girls present on April 21, 2021	
q122bg	Number of boys present on April 21, 2021	
q122bt	Total present on April 21, 2021	
consent_section > presence > CP2_april24 <i>Group relevant when: <math>\{q11c\} = '1'</math></i>		
note_cp2_apr	CP2	

Field	Question	Answer
q123bf	Number of girls present on April 21, 2021	
q123bg	Number of boys present on April 21, 2021	
q123bt	Total present on April 21, 2021	
consent_section > presence > CE1_april24 <i>Group relevant when: \${q11d} = '1'</i>		
note_ce1_apr	CE1	
q124bf	Number of girls present on April 21, 2021	
q124bg	Number of boys present on April 21, 2021	
q124bt	Total present on April 21, 2021	
consent_section > presence > CE2_april24 <i>Group relevant when: \${q11e} = '1'</i>		
note_ce2_apr	CE2	
q125bf	Number of girls present on April 21, 2021	
q125bg	Number of boys present on April 21, 2021	
q125bt	Total present on April 21, 2021	
consent_section > presence > CM1_april24 <i>Group relevant when: \${q11f} = '1'</i>		
note_cm1_apr	CM1	
q126bf	Number of girls present on April 21, 2021	

Field	Question	Answer
q126bg	Number of boys present on April 21, 2021	
q126bt	Total present on April 21, 2021	
consent_section > presence > CM2_april24 <i>Group relevant when: \${q11g} = '1'</i>		
note_cm2_apr	CM2	
q127bf	Number of girls present on April 21, 2021	
q127bg	Number of boys present on April 21, 2021	
q127bt	Total present on April 21, 2021	
consent_section > presence_enseignants		
note_teach_pres	How many teachers were in your school during the school year 2020-2021? <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i>	
q13_1	Teachers	
q13_2	Volunteer teachers	
replacement	Do you have a substitute teacher available?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q13a	Investigator! Ask the principal question: "Can you show me the records of teacher attendance for April 21, 2021?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist

Field	Question	Answer
q13a_warning	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. <i>Question relevant when: <math>\{q13a\} \neq 1</math></i>	
q13a_why	If not, why? <i>*Veuillez donner une explication détaillée. Question relevant when: <math>\{q13a\} \neq 1</math></i>	
consent_section > presence_enseignants_apr <i>Group relevant when: <math>\{q13a\} = 1</math></i>		
note_teach_pres_apr	How many teachers attended school on April 21, 2021?	
q13b1	Teachers <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i>	
q13b2	Volunteer teachers <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i>	
q22cantine	Does your school have a canteen?	1 Yes 0 No 3 Don't know - 999 Refuse to reply

Field	Question	Answer
consent_section > cantine_group <i>Group relevant when: \${q22cantine} =1</i>		
q22a	Does the school have a food storage area?	1 Yes a store 2 Yes another room 3 No
q22	Does the school have a ventilated food storage area? <i>Question relevant when: \${q22a} =1 or \${q22a} =2</i>	1 Yes a ventilated store 2 Yes a ventilated room 3 No
q23	Does the school have pallets for food?	1 Yes modern pallet 2 Yes traditional pallet 3 No
q24	Are there stock cards available for the management of food?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q25	Is the food for the school canteen prepared at the school level?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q26	What is the place used to eat school meals?	1 Refectory materials to final 2 Refectory provisional materials 3 Classroom 4 Outside
q27	Is there a kitchen in the school?	1 Yes

Field	Question	Answer
		0 No 3 Don't know - Refuse to reply 999
consent_section > cantine_group > combustibles <i>Group relevant when: \${q27} =1</i>		
q28intro	What fuels are (or can be) used to prepare meals at school?	
q28a	Wood	1 Yes 0 No 3 Don't know - Refuse to reply 999
q28b	Coal	1 Yes 0 No 3 Don't know - Refuse to reply 999
q28c	Gas	1 Yes 0 No 3 Don't know - Refuse to reply 999
q28d	Electricity	1 Yes 0 No 3 Don't know



Field	Question	Answer
		- 999 Refuse to reply
q28e	Cow dung	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q28f	Sawdust	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q29	If coal or wood are (or can be) used as fuel, what type of furnace is in the school? <i>Question relevant when: selected( {q28a} , '1') or selected( {q28b} , '1') or selected( {q28f} , '1')</i>	1 Traditional stove 2 A furnace without chimney in satisfactory condition (metal bowl with 2 or 3 homes) 3 A stove with chimney in satisfactory condition (improved stoves)
q210	Is there water availability for school?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
q211	If so, what is the main source of water available to school? <i>Question relevant when: {q210} =1</i>	1 Tap / Running Water, SODECI or HVA (improved village hydraulics) 2 Drilling / Pump Village 3 Wells improved (protected) 4 Traditional well (Not protected)

Field	Question	Answer
		5 Surface water (creek, river, stream) 6 Rainwater 7 Other specify
q211aut	If another source of water to the previous question, please specify <i>Question relevant when: \${q211} =7</i>	
q212	How far is the main water source from the school?	1 In the school grounds 2 Less than 15 min walk 3 Over 15 min walk
q213	Do you currently have problems accessing drinking water?	1 Yes broken pump 2 Yes water points occupied by animals 3 Yes drying up of the water point 4 Yes no water used for agriculture 5 Yes, other specify 6 Not now - Refused/don't know 999
q213aut	If other water problems specify <i>Question relevant when: \${q213} =5</i>	
q214	If so, how long in months? <i>(Ne sait pas =-777; Non applicable = -888; Refuse= -999)</i> <i>Question relevant when: selected( \${q213} ,'1') or selected( \${q213} ,'2') or</i>	

Field	Question	Answer
	<i>selected( \${q213} , '3') or selected( \${q213} , '4') or selected( \${q213} , '5')</i>	
q215	Are there school sanitation facilities (latrines, toilets, etc.)?	1 Yes 0 No 3 Don't know - Refuse to reply 999
consent_section > toilettes Group relevant when: \${q215} =1		
q216	Is there separate sanitary facilities for girls and boys within the school?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q217	Is there separate sanitary facilities for students and teachers within the school?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q215_san	What are the sanitary installations available for girls and boys?	1 Mechanical or manual flush installation connected to a sewer or septic system or pit 2 Ventilated latrine 3 Pit latrine with slab 4 Pit latrine without slab 5 Latrine bucket 6 Composting toilets 7 Other

Field	Question	Answer
		- Refuse 999
■ q215_func	Are these sanitary installations functional at the moment?	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q218	Do the students wash their hands before meals?	1 Yes 0 No 3 Don't know - Refuse to reply 999
Q218b	Is there a handwashing station in the school?	1 Yes 0 No 3 Don't know -999 Refuse to reply
■ q219	Is there a vegetable garden in the school? <i>*Clarifier qu'il s'agit bien d'un « jardin potager »</i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q219a	Is there a school cooperative?	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q220	Is there an association of parents (COGES)?	1 Yes

Field	Question	Answer
		0 No 3 Don't know - Refuse to reply 999
q221	Is there a library in your school?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q222	Is your school electrified?	1 Yes 0 No 3 Don't know - Refuse to reply 999
note_formation	For each of the following courses, which ones were held in 2016 to today <i>*Ceci ne s'agit pas d'enseignants de l'école</i>	
consent_section > formations1		
q31a	Training of teachers on health education based on the acquisition of know-how and skills	1 Yes 0 No 3 Don't know - Refuse to reply 999
q31b	Who was the partner who conducted the training?	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO

Field	Question	Answer
	<i>Question relevant when: <math>\{q31a\}=1</math></i>	4 Government Institution 5 Other external organization - Refused/don't know 999
q31b_aut	If other, please specify <i>Question relevant when: <math>\text{selected}(\{q31b\}, '5')</math></i>	
q31b_2	Who was the government partner ? <i>Question relevant when: <math>\text{selected}(\{q31b\}, '4')</math> and <math>\text{selected}(\{q31b\}, '1')</math> or <math>\text{selected}(\{q31b\}, '2')</math> or <math>\text{selected}(\{q31b\}, '3')</math> or <math>\{q31b\}=4</math></i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q31b_2_aut	If other, please specify <i>Question relevant when: <math>\text{selected}(\{q31b_2\}, '4')</math></i>	
consent_section > formations2		
q32a	Teacher training on nutrition education	1 Yes 0 No 3 Don't know - Refuse to reply 999
q32b	Who was the partner who conducted the training? <i>Question relevant when: <math>\{q32a\}=1</math></i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution

Field	Question	Answer
		5 Other external organization
		- Refused/don't know
		999
q32b_aut	If other, please specify <i>Question relevant when: selected( \${q32b} , '5')</i>	
q32b_2	Who was the government partner ? <i>Question relevant when: (selected( \${q32b} , '4') and (selected( \${q32b} , '1') or selected( \${q32b} , '2') or selected( \${q32b} , '3')) or \${q32b} =4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q32b_2_aut	If other, please specify <i>Question relevant when: selected( \${q32b_2} , '4')</i>	
consent_section > formations3		
q33a	Teacher training on deworming	1 Yes 0 No 3 Don't know - Refuse to reply 999
q33b	Who was the partner who conducted the training? <i>Question relevant when: \${q33a} =1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization



Field	Question	Answer
		- 999 Refused/don't know
q33b_aut	If other, please specify <i>Question relevant when: selected( \${q33b} , '5')</i>	
q33b_2	Who was the government partner ? <i>Question relevant when: (selected( \${q33b} , '4') and (selected( \${q33b} , '1') or selected( \${q33b} , '2') or selected( \${q33b} , '3')) or \${q33b} =4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q33b_2_aut	If other, please specify <i>Question relevant when: selected( \${q33b_2} , '4')</i>	
consent_section > formations4		
q34a	Teacher training on HIV / AIDS prevention	1 Yes 0 No 3 Don't know - Refuse to reply 999
q34b	Who was the partner who conducted the training? <i>Question relevant when: \${q34a} =1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization

Field	Question	Answer
		- 999 Refused/don't know
q34b_aut	If other, please specify <i>Question relevant when: selected( \${q34b} , '5')</i>	
q34b_2	Who was the government partner ? <i>Question relevant when: (selected( \${q34b} , '4') and (selected( \${q34b} , '1') or selected( \${q34b} , '2') or selected( \${q34b} , '3')) or \${q34b} =4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q34b_2_aut	If other, please specify <i>Question relevant when: selected( \${q34b_2} , '4')</i>	
consent_section > formations5		
q35a	Teacher training on malaria prevention	1 Yes 0 No 3 Don't know - Refuse to reply 999
q35b	Who was the partner who conducted the training? <i>Question relevant when: \${q35a} =1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization

Field	Question	Answer
		- 999 Refused/don't know
q35b_aut	If other, please specify <i>Question relevant when: selected( \${q35b} , '5')</i>	
q35b_2	Who was the government partner ? <i>Question relevant when: (selected( \${q35b} , '4') and (selected( \${q35b} , '1') or selected( \${q35b} , '2') or selected( \${q35b} , '3')) or \${q35b} =4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q35b_2_aut	If other, please specify <i>Question relevant when: selected( \${q35b_2} , '4')</i>	
consent_section > formations6		
q355a	Teacher training on the teaching of reading	1 Yes 0 No 3 Don't know - Refuse to reply 999
q355b	Who was the partner who conducted the training? <i>Question relevant when: \${q355a} =1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization

Field	Question	Answer
		- 999 Refused/don't know
q355b_aut	If other, please specify <i>Question relevant when: selected( \${q355b} , '5')</i>	
q355b_2	Who was the government partner ? <i>Question relevant when: (selected( \${q355b} , '4') and (selected( \${q355b} , '1') or selected( \${q355b} , '2') or selected( \${q355b} , '3')) or \${q355b} =4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q355b_2_aut	If other, please specify <i>Question relevant when: selected( \${q355b_2} , '4')</i>	
generated_note_name_237	Among the information sessions and / or supply of the following services for students, which ones were held from 2016 to date? <i>*Ceci ne s'agit pas d'enseignants de l'école</i>	
consent_section_ formations7	>	
q356a	Teacher training on proper hygiene and sanitation measures	1 Yes 0 No 3 Don't know

Field	Question	Answer
		- 999 Refuse to reply
■ q356b	Who was the partner who conducted the training? Question relevant when: \${q356a} =1	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - 999 Refused/don't know
■ q356b_aut	If other, please specify Question relevant when: selected( \${q356b} , '5')	
■ q356b_2	Who was the government partner ? Question relevant when: (selected( \${q356b} , '4') and (selected( \${q356b} , '1') or selected( \${q356b} , '2') or selected( \${q356b} , '3')) or \${q356b} =4	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - 999 Refused/don't know
■ q356b_2_aut	If other, please specify Question relevant when: selected( \${q356b_2} , '4')	
■ generated_note_name_237	Among the information sessions and / or supply of the following services for students, which ones were held from 2016 to date?	

Field	Question	Answer
	*Ceci ne s'agit pas d'enseignants de l'école	
consent_section > informations2		
		1 Yes
		0 No
q37a	Information sessions for students on nutrition education	3 Don't know
		- Refuse to reply
		999
		1 WFP/AVSI McGovern-Dole Program
		2 Other WFP/AVSI project
	Who was the partner who conducted the training?	3 Local NGO
q37b	<i>Question relevant when: \${q37a}=1</i>	4 Government Institution
		5 Other external organization
		- Refused/don't know
		999
q37b_aut	If other, please specify <i>Question relevant when: selected( \${q37b}, '5')</i>	
	Who was the government partner ?	1 School Canteens Directorate (MENET/DCS)
	<i>Question relevant when: (selected( \${q37b}, '4') and (selected( \${q37b}, '1') or selected( \${q37b}, '2') or selected( \${q37b}, '3')) or \${q37b}=4</i>	2 Primary and Continuing Education Directorate (MENET/DPFC)
q37b_2		3 Ministry of Health
		4 Other government institution
		- Refused/don't know
		999
q37b_2_aut	If other, please specify	

Field	Question	Answer
<i>Question relevant when: selected( \${q37b_2}, '4')</i>		
consent_section > informations3		
q38a	Deworming treatments for students	1 Yes 0 No 3 Don't know - Refuse to reply 999
q38b	Who was the partner who provided the deworming treatments for the students? <i>Question relevant when: \${q38a}=1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q38b_aut	If other, please specify <i>Question relevant when: selected( \${q38b}, '5')</i>	
q38b_2	Who was the government partner ? <i>Question relevant when: (selected( \${q38b}, '4') and (selected( \${q38b}, '1') or selected( \${q38b}, '2') or selected( \${q38b}, '3')) or \${q38b}=4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q38b_2_aut	If other, please specify	



Field	Question	Answer
<i>Question relevant when: selected( \${q38b_2}, '4')</i>		
consent_section > informations7		
q312a	Training sessions on the vegetable garden activities for students	1 Yes
		0 No
		3 Don't know
		- Refuse to reply
		999
q312b	Who was the partner who conducted the training? <i>Question relevant when: \${q312a}=1</i>	1 WFP/AVSI McGovern-Dole Program
		2 Other WFP/AVSI project
		3 Local NGO
		4 Government Institution
		5 Other external organization
		- Refused/don't know
999		
q312b_aut	If other, please specify <i>Question relevant when: selected( \${q312b}, '5')</i>	
q312b_2	Who was the government partner ? <i>Question relevant when: (selected( \${q312b}, '4') and (selected( \${q312b}, '1') or selected( \${q312b}, '2') or selected( \${q312b}, '3')) or \${q312b}=4</i>	1 School Canteens Directorate (MENET/DCS)
		2 Primary and Continuing Education Directorate (MENET/DPFC)
		3 Ministry of Health
		4 Other government institution
		- Refused/don't know
		999
q312b_2_aut	If other, please specify	

Field	Question	Answer
<i>Question relevant when: selected( \${q312b_2}, '4')</i>		
consent_section > informations8		
q313a	Providing micronutrient supplements for students	1 Yes 0 No 3 Don't know - Refuse to reply 999
q313b	Who was the partner who provided micronutrient supplements for students? <i>Question relevant when: \${q313a}=1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q313b_aut	If other, please specify <i>Question relevant when: selected( \${q313b}, '5')</i>	
q313b_2	Who was the government partner ? <i>Question relevant when: (selected( \${q313b}, '4') and (selected( \${q313b}, '1') or selected( \${q313b}, '2') or selected( \${q313b}, '3')) or \${q313b}=4</i>	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q313b_2_aut	If other, please specify	

Field	Question	Answer
<i>Question relevant when: selected( \${q313b_2}, '4')</i>		
consent_section > informations9		
q314a	Provision of school materials (books, school supplies, etc.)	1 Yes
		0 No
		3 Don't know
		- Refuse to reply
		999
q314b	Who was the partner who provided school materials (books, school supplies, etc.)? <i>Question relevant when: \${q314a}=1</i>	1 WFP/AVSI McGovern-Dole Program
		2 Other WFP/AVSI project
		3 Local NGO
		4 Government Institution
		5 Other external organization
- Refused/don't know		
999		
q314b_aut	If other, please specify <i>Question relevant when: selected( \${q314b}, '5')</i>	
q314b_2	Who was the government partner ? <i>Question relevant when: (selected( \${q314b}, '4') and (selected( \${q314b}, '1') or selected( \${q314b}, '2') or selected( \${q314b}, '3')) or \${q314b}=4</i>	1 School Canteens Directorate (MENET/DCS)
		2 Primary and Continuing Education Directorate (MENET/DPFC)
		3 Ministry of Health
		4 Other government institution
		- Refused/don't know
999		
q314b_2_aut	If other, please specify	

Field	Question	Answer
	<i>Question relevant when: selected( \${q314b_2}, '4')</i>	
consent_section informations10	>	
q315a	Training sessions on hygiene and sanitation for students	1 Yes 0 No 3 Don't know - Refuse to reply 999
q315b	Who was the partner who conducted the training? Question relevant when: \${q315a} =1	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q315b_aut	If other, please specify Question relevant when: selected( \${q315b} , '5')	
q315b_2	Who was the government partner ? Question relevant when: (selected( \${q315b} , '4') and (selected( \${q315b} , '1') or selected( \${q315b} , '2') or selected( \${q315b} , '3')) or \${q315b} =4	1 School Canteens Directorate (MENET/DCS) 2 Primary and Continuing Education Directorate (MENET/DPFC) 3 Ministry of Health 4 Other government institution - Refused/don't know 999
q315b_2_aut	If other, please specify	

Field	Question	Answer
	Question relevant when: selected( \${q315b_2} , '4')	
q41	Has the school ever benefited from a school feeding program in the previous two years (i.e., dry rations and / or on-site school meals)?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q42	If so, who was the main donor <i>Question relevant when:</i> <i>\${q41} = 1</i>	1 WFP/AVSI McGovern-Dole Program 2 Other WFP/AVSI project 3 Local NGO 4 Government Institution 5 Other external organization - Refused/don't know 999
q42autre	If other, please specify <i>Question relevant when:</i> <i>\${q42} = '5'</i>	
q43	Does the school currently benefit from a school feeding program (i.e., dry rations and / or on-site school meals)?	1 Yes 0 No 3 Don't know - Refuse to reply 999
consent_section > aliment		
<i>Group relevant when: \${q43} = 1</i>		
note_programme_alimentaire	What kind of school feeding program was offered to the school in 2020-2021?	

Field	Question	Answer
■ q44	Meals served on site at the school for boys and girls	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q45	dry rations for girls	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q45a	If so, what classes did you give dry rations to girls? <i>Question relevant when: \${q45} = 1</i>	0 Kindergarten 1 CP1 2 CP2 3 CE1 4 CE2 5 CM1 6 CM2
■ q46	dry rations for boys	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q46a	If so, what classes did you give dry rations to boys? <i>Question relevant when: \${q46} = 1</i>	0 Kindergarten 1 CP1 2 CP2 3 CE1 4 CE2

Field	Question	Answer
		5 CM1 6 CM2
q410	Indicate the planned number of official school days during the school year 2021-2022 (October 2021 to June 2022) <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i>	
q411	Indicate the actual number of school days during the school year 2020-2021 (October 2020 to June 2021) <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i>	
q412	Indicate the actual number of days of school feeding place for children during the school year 2020-2021 (October 2020 to June 2021) <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i> <i>Question relevant when:</i> <i><math>\{q22cantine\} = 1</math></i>	
q413	Indicate the actual number of take-home rations for boys during the school year 2020-2021 (October 2020 to June 2021) <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i>	



Field	Question	Answer
	<i>Question relevant when:</i> $\$(q22cantine) = 1$	
q414	Indicate the actual number of take-home rations for girls in the school year 2020-2021 (October 2020 to June 2021) <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i> <i>Question relevant when:</i> $\$(q22cantine) = 1$	
q12b	Investigator! Ask the school principal the following question: "Can you show me the attendance register for the 2020-2021 school year?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist
q12b_warning	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Please review your answer to the previous question. <i>Question relevant when:</i> $\$(q12b) \neq 1$	
q12b_why	If not, why? <i>*Veuillez donner une explication détaillée.</i>	

Field	Question	Answer
	<i>Question relevant when:</i> $\${q12b} \neq 1$	
note_absences	<p>Enumerator, for each student surveyed in this school, you will note the number of absences they accumulated and if they missed more than 10 days of school due to health reasons from October 2020 to June 2021.</p> <p><i>*Consulter le cahier d'appel</i></p> <p><i>Question relevant when:</i> <math>\\${q12b} = 1</math></p>	
<p>consent_section &gt; absences_eleves_no</p> <p><i>Group relevant when: <math>\\${q12b} = 1</math></i></p>		
q12c	<p>For how many students are you checking attendance records?</p> <p><i>*Ce chiffre devrait être 12, sauf dans les régions de Poro, Bagoué et Tchologo où ce chiffre devrait être 24.</i></p>	
<p>consent_section &gt; - (1)</p> <p><i>Group relevant when: <math>\\${q12b} = 1</math></i></p>		
q54_absence_name	Surname and first name of student (in capital letters please!)	(Repeated group)
q54_absence_grade	Their grade	2 CP2 3 CE1 4 CE2

Field	Question	Answer
		5 CM1
		6 CM2
q54_absence_ld	Their unique identifier	
q54_absence_ld_confirm	Confirm the student's unique identifier	
q54_absence	How many days of absence did this student accumulate over the 2020-2021 school year? <i>* Entrer la réponse en jours, pas en demi-jours. Par exemple, pour 5 demi-jours d'absences, inscrivez 2.5 (jours). Pour 6 demi-jours, inscrivez 3 (jours).</i>	
q54_absence_sick	Did this student accumulate more than 10 days of absences for health reasons or sickness over the 2020-2021 school year?	1 Yes 0 No 3 Don't know - Refuse to reply 999
q13b	Investigator! Ask the principal question: "Can you show me the records of teacher attendance for the 2020-2021 school year?"	1 Investigator saw records 2 Investigator has not seen the records because it does not exist 3 Investigator has not seen the records but according to the director they exist
q13b_warning	Investigator! The information contained in the school's attendance register is of critical importance to our investigation. Do not select this option without doing everything you	

Field	Question	Answer
	can to get this document. Please review your answer to the previous question. <i>Question relevant when:</i> $\${q13b} \neq 1$	
q13b_why	If not, why? <i>*Veuillez donner une explication détaillée.</i> <i>Question relevant when:</i> $\${q13b} \neq 1$	
absences_enseignants	Number of days of absence of teachers from October 2020 to June 2021 <i>Ajoutez un autre groupe de répétition pour chaque enseignant.&lt;br/&gt;&lt;br/&gt;*Clarifier que le nom de l'enseignant ne sera pas entré sur la tablette et que les informations récoltés sur l'école (incluant les jours d'absences des enseignants) ne seront pas identifiables par école.</i> <i>Question relevant when:</i> $\${q13b} = 1$	
consent_section > - (1) <i>Group relevant when: <math>\\${q13b} = 1</math></i>		(Repeated group)
q56a	Number of justified days of absence (permission) <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i>	

Field	Question	Answer
q56b	Number of days of absence not justified <i>(Ne sait pas = -777; Non applicable = -888; Refuse = -999)</i>	
generated_note_name_318	Let's move now to the reasons of student absenteeism. <i>Donnez trois raisons principales selon l'ordre d'importance</i>	
q611	Select the first main reasons for boys' absenteeism	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None - Refused/don't know 999
q611_aut	Specify if other <i>Question relevant when: selected( \${q611}, '8')</i>	
q612	Select the second main reasons for boys' absenteeism	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices

Field	Question	Answer
		7 Cannot eat in the canteen
		8 Other specify
		9 None
		- Refused/don't know
		999
q612_aut	Specify if other <i>Question relevant when: selected( \${q612}, '8')</i>	
q613	Select the third main reasons for boys' absenteeism <i>Question relevant when: \${q612} !=9</i>	1 Problem illness / health
		2 Weather (rain, floods, storms)
		3 Pastoral/rural household chores
		4 Seasonal work or housework
		5 Lack of teachers
		6 Socio-cultural beliefs and practices
		7 Cannot eat in the canteen
		8 Other specify
		9 None
		- Refused/don't know
		999
q613_aut	Specify if other <i>Question relevant when: selected( \${q613}, '8')</i>	
generated_note_name_325	Give the main reasons for absenteeism for GIRLS	
q621	Select the first main reasons for girls' absenteeism	1 Problem illness / health
		2 Weather (rain, floods, storms)
		3 Pastoral/rural household chores
		4 Seasonal work or housework

Field	Question	Answer
		5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Can not eat in the canteen 8 Other specify
q621aut	Specify if other <i>Question relevant when: selected( \${q621}, '8')</i>	
q622	Select the second main reasons for girls' absenteeism	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen 8 Other specify 9 None - Refused/don't know 999
q622aut	Specify if other <i>Question relevant when: selected( \${q622}, '8')</i>	
q623	Select the third main reasons for girls' absenteeism <i>Question relevant when: \${q622} !=9</i>	1 Problem illness / health 2 Weather (rain, floods, storms) 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Lack of teachers 6 Socio-cultural beliefs and practices 7 Cannot eat in the canteen

Field	Question	Answer
		8 Other specify
		9 None
		- Refused/don't know
		999
q623aut	Specify if other <i>Question relevant when: selected( \${q623} , '8')</i>	
generated_note_name_332	Give the main reasons for boys dropping out of school	
q631	Select the first main reasons for boys dropping out	1 Health problems / disability
		2 Personal security
		3 Pastoral/rural household chores
		4 Seasonal work or housework
		5 Distance to school
		6 School fees
		7 Difficulties for feeding-self at lunch in school
		8 Other
		- Refused/don't know
		999
q631aut	If other, please specify <i>Question relevant when: selected( \${q631} , '8')</i>	
q632	Select the second main reasons for boys dropping out	1 Health problems / disability
		2 Personal security
		3 Pastoral/rural household chores
		4 Seasonal work or housework
		5 Distance to school
		6 School fees



Field	Question	Answer
		7 Difficulties for food at lunch in school
		8 Other
		9 None
		- Refused/don't know
		999
q632aut	If other, please specify <i>Question relevant when: selected( \${q632} , '8')</i>	
		1 Health problems / disability
		2 Personal security
		3 Pastoral/rural household chores
		4 Seasonal work or housework
q633	Select the third main reasons for boys dropping out <i>Question relevant when: \${q632} !=9</i>	5 Distance to school
		6 School fees
		7 Difficulties for food at lunch in school
		8 Other
		9 None
		- Refused/don't know
		999
q633aut	If other, please specify <i>Question relevant when: selected( \${q633} , '8')</i>	
generated_note_name_339	Give the main reasons for girls dropping out of school	
		1 Health problems / disability
q641	Select the first main reasons for girls dropping out	2 Personal security
		3 Pastoral/rural household chores
		4 Seasonal work or housework

Field	Question	Answer
		5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulties for food for lunch at school 10 Other specify
q641aut	If other, please specify <i>Question relevant when: selected( \${q641} , '10')</i>	
q642	Select the second main reasons for girls dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores 4 Seasonal work or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulties for food for lunch at school 10 Other specify 11 None - Refused/don't know 999
q64a2ut	If other, please specify <i>Question relevant when: selected( \${q642} , '10')</i>	
q643	Select the third main reasons for girls dropping out	1 Health problems / disability 2 Personal security 3 Pastoral/rural household chores

Field	Question	Answer
	<i>Question relevant when: <math>\{q642\} \neq 11</math></i>	4 Seasonal work or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulties for food for lunch at school 10 Other specify 11 None - Refused/don't know 999
q643aut	If other, please specify <i>Question relevant when: <math>selected(\{q643\}, '10')</math></i>	
teacher_programme	Mr. Director, do you have a register or notebook / document that indicates whether each teacher was able to complete his teaching program last year?	1 Yes 0 No 3 Don't know - Refuse to reply 999
registre_programme	If yes, can I consult this document / notebook / register? <i>Question relevant when: <math>\{teacher\_programme\} = 1</math></i>	1 Enumerator you have consulted the register / notebook / document 2 Enumerator you were not able to consult the register / notebook / document
consent_section > termine_programme <i>Group relevant when: <math>\{registre\_programme\} = 1</math></i>		
q80	Last year, did the CP1 teacher finish his program?	1 Yes 0 No

Field	Question	Answer
	<i>Question relevant when: <math>\{q11b\} = 1</math></i>	3 Don't know - Refuse to reply 999
■ q81	Last year, did the CP2 teacher finish his program? <i>Question relevant when: <math>\{q11c\} = 1</math></i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q82	Last year, did the CE1 teacher finish his program? <i>Question relevant when: <math>\{q11d\} = 1</math></i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q83	Last year, did the CE2 teacher finish his program? <i>Question relevant when: <math>\{q11e\} = 1</math></i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q84	Last year, did the CM1 teacher finish his program? <i>Question relevant when: <math>\{q11f\} = 1</math></i>	1 Yes 0 No 3 Don't know - Refuse to reply 999
■ q85	Last year, did the CM2 teacher finish his program? <i>Question relevant when: <math>\{q11g\} = 1</math></i>	1 Yes 0 No 3 Don't know

Field	Question	Answer
		- Refuse to reply 999
consent_section > textbooks		
textbook1	When was the last year the school received new textbooks?	1 2018 or earlier 2 2019 3 2020 4 2021 5 Other (specify) - 999 Refused
textbook2	How many books were received by grade level?	CP1 _____ CP2 _____ CE1 _____ CE2 _____ CM1 _____ CM2 _____ - 999 Refused
textbooks3	Does the school receive teachers' books?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
consent_section > teacher_training		
teachtrain1	Do teachers at this school receive in-service training?	1 Yes 0 No 3 Don't know

Field	Question	Answer
		- 999 Refuse to reply
teachtrain2	Have teachers and classes been visited by the CPPP?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
teachtrain3	If yes, how many times by grade level? <i>Question relevant when: \$[teachtrain2]=1</i>	CP1 _____ CP2 _____ CE1 _____ CE2 _____ CM1 _____ CM2 _____ - 999 Refused
teachtrain4	Have teachers ever received online training?	1 Yes 0 No 3 Don't know - 999 Refuse to reply
teachtrain5	Do teachers like online training? <i>Question relevant when: \$[teachtrain4]=1</i>	1 Like 2 Neutral 3 Don't like - 999 Refuse to reply
obs	Observations/Comments (if nothing, put "RAS") <i>*Ne pas lire à l'enquête</i>	

<b>Field</b>	<b>Question</b>	<b>Answer</b>
note5	Thanks for your time!	

## Household Questionnaire (McGovern-Dole Cote d'Ivoire)

Field	Question	Answer
enum		
chef	Name of Team Lead	
enum_name	Enumerator name	
enum_no	Enumerator number	
enum_no_conf	Confirm your identifier	
location		
region	Select the region	region region
iep	Select IEP	iep iep
ecole	Select school	ecole ecole
studentinfo		
		CP2 CP2
		CE1 CE1
grade	Select the grade	CE2 CE2
		CM1 CM1
		CM2 CM2
name	What is the student's last name?	
fname	What is the student's first name?	
correct_sex	What is the student's sex?	1 Male 2 Female
uniqueid_filled	Student's identification number.	
uniqueid_refilled	Re-enter student's identification number.	



Field	Question	Answer
momname	What is the student's mother's name?	
household_informations		
q010a	Surname of household head	
q010b	First name of household head	
respondent_informations		
q011a	Surname of respondent	
q011b	First name of respondent	
q011	Relationship of respondent to head of household	1 Household head 2 Spouse 3 Son/Daughter 4 Other relative 5 Without family relationship
Intro	<p>My name is [enum_name]. We are conducting a study on behalf of the World Food Program (WFP) and the Ministry of National Education (MENET) on the sustainability of school canteens and the enrolment level of children in the Bafing, Bagoué, Bounkani, Cavally, Gontougo, Poro and Tchologo regions.</p> <p>Earlier today we collected surveys at your child's school. We asked your child a few</p>	

Field	Question	Answer
		<p>questions related to their experience in school and we administered a reading assessment. Your child's responses will be kept confidential and their names will not be reported. Next, we would like to ask you some questions about your household. We will ask questions to the head of the household, women in the household, and the person who prepares the meals in the household. The interview will take approximately 1h. All information collected will be kept strictly confidential. Participation in this study is voluntary and you may refuse to answer any or all of the questions. We hope, however, that you will agree to participate in this study as your opinion will allow us to better appreciate the food situation in your department. Your answers will in no way affect your access to support</p>

Field	Question	Answer
	programs. Do you have any specific questions?	
q012a	Do we have your permission to use your child's data in our study?	1 Yes 0 No 99 Not found
q012b	Do you agree to be interviewed?	1 Yes 0 No 99 Not found
consent <i>Group relevant when: \${q012} =1</i>		
q014	Language of interview	1 French 2 Traditional language
q015	Presence of an interpreter	1 Yes 0 No - Refused/don't know 999
consent > demographic_information <i>Group relevant when: \${q012} =1</i>		
qs11	Sex of the head of household	1 Male 2 Female
qs12	Age of the head of household (age in completed years) <i>Ne sait pas=-777; Non applicable=-888; Refuse de répondre=-999</i>	
qs13	Level of education of the head of household	1 No level 2 Primary 3 Secondary

Field	Question	Answer
		4 Superior
qs14	Marital status of head of household	1 Married or living maritally 2 Divorced/Separated 3 Widowed 4 Single
HH_members	Interviewer: Now, you will list the household members by sex and age group. For each age group, please fill in the number of males and females <i>Question relevant when: <math>\{q012\} = 1</math></i>	
t5	Total number of household members including short-term migrants (maximum 6 months) and who intend to return for the crop year <i>Question relevant when: <math>\{q012\} = 1</math></i>	
consent > members1 <i>Group relevant when: <math>\{q012\} = 1</math></i>		
m1	Among these members, how many boys are between 0 and 5 years old (5 years included)	
f1	Among these members how many girls are between 0 and 5 years old (5 years included)	
total_t1	Total members under 5 years old	

Field	Question	Answer
t1_note	Investigator! So the total number of members aged 0 to 5 is [t1]? Confirm with the respondent. Otherwise, review the numbers above <i>Question relevant when:</i> $\{q012\} = 1$	
consent > members2 <i>Group relevant when: <math>\{q012\} = 1</math></i>		
m2	Among these members, how many boys are between 6 to 14 years old (14 years old included)	
f2	Among these members, how many girls are between 6 to 14 years old (including 14 years old)?	
total_t2	Total members aged 6 to 14 (inclusive)	
t2_note	Investigator! So the total number of members aged 6 to 14 is [t2]? Confirm with the respondent. Otherwise, review the numbers above <i>Question relevant when:</i> $\{q012\} = 1$	
consent > members3 <i>Group relevant when: <math>\{q012\} = 1</math></i>		

Field	Question	Answer
m3	Among these members, how many men are between 15 to 59 years old (including 59 years old)?	
f3	Among these members, how many women are between 15 to 59 years old (including 59 years old)?	
total_t3	Total members aged 15 to 59	
t3_note	Investigator! So the total number of members aged 15 to 59 is [t3]? Confirm with the respondent. If not review the numbers above <i>Question relevant when:</i> <i>`\${q012} =1</i>	
consent > members4 <i>Group relevant when: `\${q012} =1</i>		
m4	Among these members, how many men are 60 or older?	
f4	Among these members, how many women are 60 or older?	
total_t4	Total members more than 60	
generated_note_name_99	Investigator! So the total number of members over 60 (inclusive) is [t4]? Confirm with the respondent. If no, review the numbers above	

Field	Question	Answer
	<i>Question relevant when: \${q012}=1</i>	
generated_note_name_103	Investigator! The total number of members of this household does not match the total household size you entered at the beginning of the list of members <i>Question relevant when: not( \${t5}_confirmation = \${t5} )</i>	
qs17	Last school year, about how many days of school did [newname] miss due to illness? <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
qs112	How distant is the school of [newname] in km? <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
qs114	Are you aware of the school canteen program?	1 Yes 0 No - Refused/don't know 999
qs115	Last school year did [newname] eat at the school canteen?	1 Yes 0 No

Field	Question	Answer
		- 999 Refused/don't know
qs116	If yes, how often? <i>Question relevant when:</i> <i>\${qs115} =1</i>	1 One day a week 2 Two days a week 3 Three days a week 4 Fours days a week 5 Every day of the school week
qs117	If not why? <i>Question relevant when:</i> <i>\${qs115} =0</i>	1 Payment of 25 CFA Franc 2 Prefer that children eat at home 3 Children do not like the food served at the canteen 4 Other to explain
qs117autre	If other to the previous question, please explain <i>Question relevant when:</i> <i>\${qs117} =4</i>	
note_section2	Now we will go to the section on household income and assets	
qs21	How many people of the household currently carry out economic activity? <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
qs22	Please tell us what are the four main sources of income for your household.	1 Production / sale of food crops



<b>Field</b>	<b>Question</b>	<b>Answer</b>
	<i>Choisissez au maximum 4 activités!</i>	
		2 Production / sale of cash crops
		3 Fishery / sale of fishing products
		4 Production / Sales of market gardening products
		5 Cassava processing / Sale of steamed ground cassava (attiéké) / Cassava paste
		6 Processing / Sale of shea butter
		7 Extraction and sale of palm oil
		8 Breeding / sale of breeding products (milk, eggs, poultry)
		9 Hunting / Picking / Sale of hunting / picking products
		10 Breeding / Sale of animals (cows, goats, sheeps)
		11 Cane-rats' breeding and sale
		12 Bees' breeding and sale of honey ( beekeeping)
		13 Collection and marketing of food products
		14 Purchaser of agricultural products (tracker)

Field	Question	Answer
		Production / Sale of local
	15	beverage (palm wine, millet drink (tchapalo), etc.)
	16	Small business (vendor in the stall or street vendor)
	17	Trade (shops)
	18	Businessman / Big retailers
	19	Transporter
	20	Transfer of money (from friends, relatives, others)
	21	Food aid (from friends, relatives, others)
	22	Food aid (from NGOs or United Nations Agencies)
	23	Credit, loan
	24	Daily work with cash payment (cash)
	25	Daily work with payment in kind (food)
	26	Small trades (mason, carpenter, shoemakers, etc.)
	27	Civil servant (including retirement pension)
	28	Contract with NGOs or UN Agencies
	29	Begging (in kind / food / nonfood)
	30	Rentier
	31	Call box manager

Field	Question	Answer
		32 Other to specify
		- Refused/don't know
		999
qs22autre	If other to the previous question, please precise <i>Question relevant when: selected( \${qs22}, '32')</i>	
equipments	Now let's go to the equipment that your household has	
		1 Sewing machine
		2 Mill
		3 Canoe
		4 Bicycle/Bike
		5 Cassava press
		6 Tractor
		7 Seed drill
qs26	Does your household have any of the following functional productive assets? <i>Enqueteur! Attention! Il s'agit d'équipements fonctionnels et non endommagés!</i>	8 Car
		9 Grinder/chipper
		10 Crop sprayer
		11 Fishing net
		12 Cultivator
		13 Moped/Motorbike
		14 Cart
		15 Tricycle
		16 Plough
		17 Wheelbarrow
		18 Irrigation system
		19 Other to precise

Field	Question	Answer
		20 None
		- 999 Refused/don't know
qs26autre	If other productive equipment or assets, please specify <i>Question relevant when: selected( \${qs26}, '19')</i>	
consent > meal_consumption		
consent > meal_consumption > food_consump0		
food_consump0note	Now to the number of meals taken on an ordinary day in April 2021 by the household.	
qs31a_apr	Number of meals by children under 5 years <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
qs31b_apr	Number of meals by adults <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
consent > meal_consumption > food_consump1		
food_consump1note	Now to the number of meals taken yesterday by the household.	
qs31a	Number of meals yesterday by children under 5 years <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	

Field	Question	Answer
qs31b	Number of meals yesterday by adults <i>Ne sait pas=-777; Non applicable=-888; Refuse de répondre=-999</i>	
consent > meal_consumption > food_consump2		
food_consump2note	Now to the number of meals usually taken on a typical day. <i>* Si confus, expliquer que "typique" s'agit d'une journée non-fériée ni autrement spéciale</i>	
qs32a	For children under 5 years <i>Ne sait pas=-777; Non applicable=-888; Refuse de répondre=-999</i>	
qs32b	For adults <i>Ne sait pas=-777; Non applicable=-888; Refuse de répondre=-999</i>	
consent > foods_consumed		
food_consumption	For each of the following food products, you will tell me if your household has consumed yesterday	
qs33	Yesterday, did your household eat the following foods ...?	<ol style="list-style-type: none"> <li>1 Rice</li> <li>2 Pasta, bread/cake and/or donuts</li> <li>3 Other grains: Sorghum, millet, maize, fonio</li> </ol>

Field	Question	Answer
		Roots, tubers: Potato, yams,
	4	cassava, sweet potato, taro and / or other tubers
	5	Plantain banana
		Legumes / nuts: Beans,
	6	cowpeas, peanuts, lentils, Shoveler, soybeans, pigeon peas and / or other nuts
		Orange vegetables
	7	(Vegetables rich in Vitamin A): carrot, red pepper etc.
		Green leafy vegetables: Okra, eggplant, gboman, fiddles,
	8	amaranth and / or other dark green leaves, cassava leaves, etc.
		Other vegetables: onion, tomatoes, cucumber,
	9	radishes, green beans, peas, mushroom etc.
		Orange fruits, EXCEPT oranges (Fruits rich in Vitamin A): mango, papaya, apricot, peach
	10	
	11	Other fruits: banana, apple, lemon, tangerine, orange, etc.
		Meat: goat, beef, chicken,
	12	pork (meat in large quantities and not condiment)

Field	Question	Answer
	13	Liver, kidney, heart and / or other organ meats
	14	Fish / Shellfish: fish, including canned tuna, snail, and / or other seafood
	15	Eggs
	16	Milk and other dairy products: Fresh milk / sour, yogurt, cheese and other dairy products EXCEPT margarine / butter or small amounts of milk for tea / coffee
	17	Oil / fat / butter: Vegetable oil, palm oil, shea butter, margarine, other fats / oil
	18	Sugar or sugar products Sugar, honey, jam, cakes, candy, cookies, pastries, cakes and other sweet products (soft drinks)
	19	Condiments/Spices/Alcoholic Beverages: Tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, lanwin, tomato / hot sauce, meat or fish as condiments, and other condiments including small amount of milk for tea/coffee.

Field	Question	Answer
consent > frequency_consumed		
generated_note_name_142	<p>For each of the following food products, tell me the number of times your household has consumed it during the week.</p> <p>It means here the total number of days of consumption during the last 7 days.</p> <p><i>Notez bien: Il s'agit du nombre de jours dans la semaine et pas du nombre de fois</i></p>	
qs33b	Rice	<i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>
qs34b	Pasta, bread/cake and/or donuts	<i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>
qs35b	Other grains: Sorghum, millet, maize, fonio	<i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>
qs36b	Roots, tubers: Potato, yams, cassava, sweet potato, taro and / or other tubers	



Field	Question	Answer
	<i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
qs37b	Plantain banana <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ1	During the past 7 days, what was the main source of Cereals, grains, roots and tubers, such as: (Rice, pasta, bread, sorghum, millet, maize, fonio, potato, yam, cassava, white sweet potato, or plantain banana?	<p>1 = Own production (harvests, breeding)</p> <p>2 = Fishing / Hunting</p> <p>3 = Picking</p> <p>4 = Loans</p> <p>5 = Market (purchase with cash)</p> <p>6 = Market (purchase on credit)</p> <p>7 = Begging</p> <p>8 = Barter labor or goods for food</p> <p>9 = Donations (food) from family members or friends</p> <p>10 = Food aid from civil society, NGOs, government, WFP, etc.</p>
qs38b	Legumes / nuts: Beans, cowpeas, peanuts, lentils, Shoveler, soybeans, pigeon peas and / or other nuts <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ2	During the past 7 days, what was the main source of Legumes / nuts: Beans, cowpeas, peanuts, lentils, Shoveler, soybeans, pigeon peas and / or other nuts	<p>1 = Own production (harvests, breeding)</p> <p>2 = Fishing / Hunting</p> <p>3 = Picking</p> <p>4 = Loans</p> <p>5 = Market (purchase with cash)</p> <p>6 = Market (purchase on credit)</p> <p>7 = Begging</p> <p>8 = Barter labor or goods for food</p>

Field	Question	Answer
		9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs39b	Orange vegetables (Vegetables rich in Vitamin A): carrot, red pepper etc. <i>Ne sait pas=-777; Non applicable=-888; Refuse de répondre=-999</i>	
qs311b	Other vegetables: onion, tomatoes, cucumber, radishes, green beans, peas, mushroom etc. <i>Ne sait pas=-777; Non applicable=-888; Refuse de répondre=-999</i>	
Princ3	During the past 7 days, what was the main source of orange vegetables (carrot, red pepper, etc or other vegetables (onion, tomatoes, cucumber, radishes, green beans, peas, mushrooms, etc.?)	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs310b	Green leafy vegetables: Okra, eggplant, gboman, fiddles, amaranth and / or other dark green leaves, cassava leaves, etc.	

Field	Question	Answer
	<i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ4	During the past 7 days, what was the main source of Green leafy vegetables: Okra, eggplant, gboman, fiddles, amaranth and / or other dark green leaves, cassava leaves, etc.?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs312b	Orange fruits, EXCEPT oranges (Fruits rich in Vitamin A): mango, papaya, apricot, peach <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ5	During the past 7 days, what was the main source of Orange fruits, EXCEPT oranges (Fruits rich in Vitamin A): mango, papaya, apricot, peach?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends

Field	Question	Answer
		10 = Food aid from civil society, NGOs, government, WFP, etc.
qs313b	Other fruits: banana, apple, lemon, tangerine, orange, etc. <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ6	During the past 7 days, what was the main source of Other fruits: banana, apple, lemon, tangerine, orange, etc. ?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs314b	Meat: goat, beef, chicken, pork (meat in large quantities and not condiment) <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ7	During the past 7 days, what was the main source of Meat: goat, beef, chicken, pork (meat in large quantities and not condiment)?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends

Field	Question	Answer
		10 = Food aid from civil society, NGOs, government, WFP, etc.
qs314c	Meat / red meat, such as: (beef, pork, lamb, goat, rabbit, chicken, duck, other birds, insects replace with locally relevant examples) consumed in large quantities and not as a condiment? <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ8	During the past 7 days, what was the main source of Meat / red meat, such as: (beef, pork, lamb, goat, rabbit, chicken, duck, other birds, insects replace with locally relevant examples) consumed in large quantities and not as a condiment?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs315b	Liver, kidney, heart and / or other organ meats <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	

Field	Question	Answer
Princ9	During the past 7 days, what was the main source of Liver, kidney, heart and / or other organ meats ?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs316b	Fish / Shellfish: fish, including canned tuna, snail, and / or other seafood <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ10	During the past 7 days, what was the main source of Fish / Shellfish: fish, including canned tuna, snail, and / or other seafood ?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs317b	Eggs <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	

Field	Question	Answer
Princ11	During the past 7 days, what was the main source of eggs?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs318b	Milk and other dairy products: Fresh milk / sour, yogurt, cheese and other dairy products EXCEPT margarine / butter or small amounts of milk for tea / coffee <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ12	During the past 7 days, what was the main source of Milk and other dairy products: Fresh milk / sour, yogurt, cheese and other dairy products EXCEPT margarine / butter or small amounts of milk for tea / coffee?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.

Field	Question	Answer
qs319b	Oil / fat / butter: Vegetable oil, palm oil, shea butter, margarine, other fats / oil <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ13	During the past 7 days, what was the main source of Oil / fat / butter: Vegetable oil, palm oil, shea butter, margarine, other fats / oil ?	<ul style="list-style-type: none"> <li>1 = Own production (harvests, breeding)</li> <li>2 = Fishing / Hunting</li> <li>3 = Picking</li> <li>4 = Loans</li> <li>5 = Market (purchase with cash)</li> <li>6 = Market (purchase on credit)</li> <li>7 = Begging</li> <li>8 = Barter labor or goods for food</li> <li>9 = Donations (food) from family members or friends</li> <li>10 = Food aid from civil society, NGOs, government, WFP, etc.</li> </ul>
qs320b	Sugar or sugar products Sugar, honey, jam, cakes, candy, cookies, pastries, cakes and other sweet products (soft drinks) <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ14	During the past 7 days, what was the main source of Sugar or sugar products Sugar, honey, jam, cakes, candy, cookies, pastries, cakes and other sweet products (soft drinks) ?	<ul style="list-style-type: none"> <li>1 = Own production (harvests, breeding)</li> <li>2 = Fishing / Hunting</li> <li>3 = Picking</li> <li>4 = Loans</li> <li>5 = Market (purchase with cash)</li> <li>6 = Market (purchase on credit)</li> <li>7 = Begging</li> <li>8 = Barter labor or goods for food</li> </ul>



Field	Question	Answer
		9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs321b	Condiments/Spices/Alcoholic Beverages: Tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, lanwin, tomato / hot sauce, meat or fish as condiments, and other condiments including small amount of milk for tea/coffee. <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-999</i>	
Princ15	During the past 7 days, what was the main source of Condiments/Spices/Alcoholic Beverages: Tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, lanwin, tomato / hot sauce, meat or fish as condiments, and other condiments including small amount of milk for tea/coffee. ?	1 = Own production (harvests, breeding) 2 = Fishing / Hunting 3 = Picking 4 = Loans 5 = Market (purchase with cash) 6 = Market (purchase on credit) 7 = Begging 8 = Barter labor or goods for food 9 = Donations (food) from family members or friends 10 = Food aid from civil society, NGOs, government, WFP, etc.
qs43	What is the main source of water for your household?	1 SODECI tap 2 Hydrant 3 Well

Field	Question	Answer
		4 River, pond
		5 Other specify
qs43autre	If another source, please specify <i>Question relevant when:</i> <i>#{qs43} =5</i>	
qs46	What is the type of sanitary installation in your household?	1 Flush toilets 2 Improved latrine 3 Cesspool 4 Bush 5 Other specify
qs46autre	Specify if Other <i>Question relevant when:</i> <i>#{qs46} =5</i>	
consent > resilience		
resilience	Last 7 days, how often he has the household had to use the following strategies to get food? (to suggest)	
qs511	Consuming less preferred foods for cheaper	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days

Field	Question	Answer
■ qs512	Depend on aid from relatives or friends	0 Never
		1 1 day
		2 2 days
		3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
■ qs513	Buying food on credit	0 Never
		1 1 day
		2 2 days
		3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
■ qs514	Eating wild foods / Culturally not allowed	0 Never
		1 1 day
		2 2 days
		3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
■ qs515	Decrease the amount of food during meals	0 Never
		1 1 day
		2 2 days

Field	Question	Answer
		3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
		0 Never
		1 1 day
		2 2 days
■ qs516	Consuming seeds	3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
		0 Never
		1 1 day
		2 2 days
■ qs517	Begging for food or money to buy food	3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
		0 Never
		1 1 day
■ qs518	Send household members to eat elsewhere or to live with relatives or friends	2 2 days
		3 3 days
		4 4 days
		5 5 days

Field	Question	Answer
		6 6 days
		7 7 days
		0 Never
		1 1 day
■ qs519	Reduced quantities consumed by adult / parent for the benefit of young children	2 2 days
		3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
		0 Never
		1 1 day
		2 2 days
■ qs5110	Reduce the number of meals per day (skipping one or two meals in the day)	3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
		0 Never
		1 1 day
		2 2 days
■ qs5111	Spend 1 or more days without eating	3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days

Field	Question	Answer
qs5112	Have the children work / take the children out of school	0 Never
		1 1 day
		2 2 days
		3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
qs5113	Sell non-productive household assets/goods (radio, furniture, refrigerator, television, jewelry, etc.)	0 Never
		1 1 day
		2 2 days
		3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
qs5114	Sell more (non-productive) animals than usual	0 Never
		1 1 day
		2 2 days
		3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
qs5115	Spend savings	0 Never
		1 1 day
		2 2 days

Field	Question	Answer
		3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
		0 Never
		1 1 day
		2 2 days
qs5116	Borrowed money/food from a formal lender/bank	3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
		0 Never
		1 1 day
		2 2 days
qs5117	Reduced essential non-food expenses such as education, health (including drugs)	3 3 days
		4 4 days
		5 5 days
		6 6 days
		7 7 days
		0 Never
		1 1 day
qs5118	Sell the house or land	2 2 days
		3 3 days
		4 4 days
		5 5 days

Field	Question	Answer
		6 6 days
		7 7 days
qs5119	Sell the last female animals	0 Never 1 1 day 2 2 days 3 3 days 4 4 days 5 5 days 6 6 days 7 7 days
■ q61	Do you have books at home?	1 Yes 0 No - Refused/don't know 999
■ q62	Not including textbooks, do you have children's books or books to stories at home? <i>Question relevant when: <math>\{q61\}=1</math></i>	1 Yes 0 No - Refused/don't know 999
■ q63	Do you or someone in your household read the child's book has [newname]?	1 Yes 0 No - Refused/don't know 999
■ q64	In a typical week during the 2020-2021 school year, how many times per week did you or someone else in your	



Field	Question	Answer
	household read children's books [newname]? <i>Ne sait pas=-777; Non applicable=-888; Refuse de repondre=-1017</i>	
observation	Observations/comments on this survey. <i>S'il n'y a aucune observation/ commentaire , écrivez "RAS" (Rien à Signaler)</i>	
note5	Thanks for your time!	

## Canteen Manager Questionnaire (McGovern-Dole Cote d'Ivoire)

Field	Question	Answer
enum		
chef	Name of Team Lead	
enum_name	Enumerator name	
enum_no	Enumerator number	
enum_no_confirm	Confirm the enumerator's number	
location		
region	Select the region	region region
iep	Select IEP	iep iep
ecole	Select school	ecole ecole
participation		

My name is [enum\_name].

We are conducting a study on behalf of the World Food Program (WFP) and the Ministry of National Education on the sustainability of school canteens and the enrolment level of children in the Bafing, Bagoué, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. We would like to ask you some questions about you, the school canteen, and the school canteen management committee. The interview will take approximately 1h.

note1

All information collected will be kept strictly confidential. Participation in this study is voluntary and you may refuse to answer any or all of the questions. We hope, however, that you will agree to participate in this study as your opinion will allow us to better appreciate the food situation in your department. Your

Field	Question	Answer
	answers will in no way affect your access to support programs. Do you have any specific questions?	
consent	Do you consent to this survey?	1 Yes 0 No
canteen_management <i>Group relevant when: \${consent} = 1</i>		
note2	Great! Now, I would like to ask you a few questions about the management of the school canteen...	
sex	What sex are you? <i>*Demandez seulement si c'est nécessaire</i>	1 Male 2 Female 999 Refused
q11	Is there a school canteen management committee? <i>*Peut aussi s'appeler COGES Cantine</i>	1 Yes 0 No 999 Refused/don't know
q12_size	The committee is composed of how many people?	
q12g	How many men are in the committee? <i>Question relevant when: \${q11} = 1</i>	
q12f	How many women are in the committee? <i>Question relevant when: \${q11} = 1</i>	
note_comitee	The total does not match the number of people entered at the beginning. Please review. <i>Question relevant when: \${tot_comitee} != \${q12_size}</i>	
q13	Have the members of the committee been trained?	1 No member 2 A part of the members of the committee 3 All the members of the committee 999 Refused/don't know
q14	In what areas have they been trained?	1 Food Stock Management

Field	Question	Answer
	<i>*Ne pas suggerer ou lire les réponses</i> Question relevant when: $\{q13\} \neq 1$ and $\{q13\} \neq -999$	2 Health and hygiene 3 Nutrition 4 Safe food preparation 5 Other (specify) 999 Refused/don't know
q14aut	Other (specify) Question relevant when: $\text{selected}(\{q14\}, 5)$	
	Have you been trained?	1 Yes 0 No 999 Refused/don't know
	If so, what areas have you been trained on?	1 Food Stock Management 2 Health and hygiene 3 Nutrition 4 Safe food preparation 5 Other (specify) 999 Refused/don't know
	Other (specify) Question relevant when: $\text{selected}(\{q14\}, 5)$	
	Who conducted the training?	
q15	Can you identify good health and hygiene practices? <i>*Ne pas suggerer ou lire les réponses</i>	1 Dry one's hands by rubbing them against each other or using a clean appropriate towel 2 Have hand nails short and clean and with a bandage in case of injury 3 Wash one's hands with soap and clean water (including after using the toilet) 4 Do not cough or blow your nose near food or water 5 Do not dry one's hands on clothes or serve the meals with the hands 6 Immediately interrupt the work in case of disease (diarrhea, vomiting, boil, wound, ulceration on the exposed parts of the skin) and inform the colleagues

Field	Question	Answer
		7 Buy fresh milk, meat and fish the day of consumption and keep them cool and covered
		8 Keep food in a clean place out of reach of animals, insects, rodents and other pest
		9 Have a regulatory handwashing station and keep the latrines clean
		10 Use water adduction and water pump
		11 Keep drinking water in a clean and covered container
		12 In case of lack of drinking water, boil the water for 15 minutes and disinfect it with bleach
		13 Have clean clothes, clean and well-covered hair
		14 Regularly cut the grass that grows around the canteen buildings and prune the surrounding trees
		15 Collect the waste in an adapted trash can and keep it at least 5-10 meters from the canteen. Place the waste in a pit at least 20 meters from the kitchen and from the water supply
		16 Clean dishes immediately after eating with soap and water, rinse with clean water and dry
		17 Burn garbage in pits or cover with sand and soil
		999 Refused/don't know
		1 Secure food against theft, fire and accidents at work
		2 Ensure that there are no rodents or insects on a regular basis. In case of presence, take measures to destroy these pests
		3 Handle products with care to avoid damage
		4 When stacking, allow required space for ventilation and circulation
		5 Stack products on pallets by separating food from non-food and hazardous products
		6 Keep the warehouse and stocks clean and in good condition
		7 Have enough space and prepare it before receiving food
q16	Can you identify good food storage practices? <i>*Ne pas suggerer ou lire les réponses</i>	

Field	Question	Answer
		8 Make regular inventories to check the quantities of products and take the necessary corrective measures in case of discrepancies
		9 Limit losses by timely reconditioning damaged food
		10 Make management reports and update documents whenever stocks are moved
		11 Move stocks only if authorized by the empowered person
		12 Apply the FIFO method for a good rotation of food taking into account the condition of food and the best before use date
		999 Refused/don't know
		1 Maintain surfaces used to prepare food clean
		2 Wash vegetables, fruits and ingredients with potable water
		3 Meat, fish and giblets must be well cooked
q17	Can you identify safe food preparation practices? <i>*Ne pas suggerer ou lire les réponses</i>	4 Follow the food preparation steps
		5 Never mix raw and prepared food
		6 Never store meals in order to warm them and consume them the next day
		7 Serve warm daily meals
		999 Refused/don't know
note3	Thanks! Now, I would like to ask you a few questions on the students and equipment of the canteen...	
q21	Is there a management book? <i>*L'enquêteur devrait consulter le cahier de gestion si possible.</i>	1 Yes, enumerator saw the book
		2 Enumerator did not see management book, it does not exist
		3 Enumerator did not see student management book, although it exists according to school canteen manager
q21_warning	Investigator! The information contained in the management book is of critical importance to our investigation. Do not select this option without doing everything you can to get this document. Please review your answer to the previous question. <i>Question relevant when: \${q21} !=1</i>	

Field	Question	Answer
q21_why	If not, why? <i>*Veuillez donner une explication détaillée. Question relevant when: \${q21} !=1</i>	
avoir_canteen <i>Group relevant when: \${consent} =1 and \${q21} =1</i>		
q22_canteen	What is the total number of planned ration recipients (I say planned!) for the month of March 2021 of distribution of the canteen? <i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>	
q22_canteen_planned	Do you have any idea of the number of boy and girl ration recipients that was planned? <i>*L'enquêteur devrait consulter le cahier de gestion si possible.</i>	1 Yes 0 No 999 Refused/don't know
q22_canteen_planned_why	If no, why? <i>*Veuillez donner une explication détaillée pourquoi le gestionnaire de la cantine n'a pas ces informations dans son cahier de gestion ou autre part. Question relevant when: \${q22_canteen_planned} !=1</i>	
avoir_canteen > canteen_plan <i>Group relevant when: \${q22_canteen_planned} =1</i>		
q22f	What was the planned number of girls for March 2021 of school meals' distribution at the school canteen? <i>*L'enquêteur devrait consulter le cahier de gestion si possible. &lt;br/&gt;Ne sait pas= -777; Non applicable= -888; Refuse de repondre= -999</i>	
q22g	What was the planned number of boys for March 2021 of school meals' distribution at the school canteen? <i>*L'enquêteur devrait consulter le cahier de gestion si possible.&lt;br/&gt;Ne sait pas= -777; Non applicable= -888; Refuse de repondre= -999</i>	
q23_canteen	What is the total number of students who actually ate at the canteen during the month of March 2021? <i>Ne sait pas= -777; Non applicable= -888; Refuse de repondre= -999</i>	

Field	Question	Answer
q23f	<p>What is the number of girls who effectively ate at the canteen in March 2021?</p> <p><i>*L'enquêteur devrait consulter le cahier de gestion si possible.&lt;br/&gt;Ne sait pas= -777; Non applicable= -888; Refuse de repondre= -999</i></p> <p><i>Question relevant when: \${q21} =1</i></p>	
q23g	<p>What is the number of boys who effectively ate at the canteen in March 2021?</p> <p><i>*L'enquêteur devrait consulter le cahier de gestion si possible.&lt;br/&gt;Ne sait pas= -777; Non applicable= -888; Refuse de repondre= -999</i></p> <p><i>Question relevant when: \${q21} =1</i></p>	
<p>avoir_canteen_2</p> <p><i>Group relevant when: \${consent} =1</i></p>		
q24	<p>Are you provided with enough food preparation equipment?</p>	<p>1 Not at all</p> <p>2 Little</p> <p>3 Enough</p> <p>4 Very</p> <p>999 Refused/don't know</p>
q25	<p>Are you provided with enough food storage equipment?</p>	<p>1 Not at all</p> <p>2 Little</p> <p>3 Enough</p> <p>4 Very</p> <p>999 Refused/don't know</p>
<p>securitee_alimentaire</p> <p><i>Group relevant when: \${consent} =1 and \${q21} =1</i></p>		
note4	<p>Thanks! Now, I would like to ask you a few questions on the diet diversity of the students, as indicated in your management book for the month of March 2021...</p> <p><i>*L'enquêteur devrait consulter le cahier de gestion si possible.</i></p>	
q31	<p>What was the number of school days in March 2021?</p>	



Field	Question	Answer
		<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32	What was the number of actual canteen days in March 2021?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32a	How many days did the canteen serve cereals?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32b	How many days did the canteen serve tubers / roots?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32c	How many days did the canteen serve pulses and nuts?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32d	How many days did the canteen serve dairy products?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32e	How many days did the canteen serve meat, fish, or giblets?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32f	How many days did the canteen serve eggs?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32g	How many days did the canteen serve orange vegetables?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32h	How many days did the canteen serve dark green leafy vegetables?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32i	How many days did the canteen serve orange fruits (not including oranges)?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q32j	How many days did the canteen serve other fruits and vegetables?	<i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>
q33	What was the number of school days in March 2021 during which hot meals served to students contained at least four food groups? The food groups considered are 1) cereals, tubers, and root vegetables, 2) legumes and nuts, 3) dairy products, 4) meat, fish,	

Field	Question	Answer
	and offal, 5) eggs, 6) high vitamin A fruit and vegetables (orange fruit [save oranges], orange vegetables, and dark green leafy vegetables), and 7) other fruit and vegetables. <i>Ne sait pas=-777; Non applicable= -888; Refuse de repondre= -999</i>	
q34_why	You have chosen "do not know", "not applicable" or "Refused to answer" to one of the previous questions. Why ? <i>*Veuillez donner une explication détaillée pourquoi le gestionnaire de la cantine n'a pas ces informations dans son cahier de gestion ou autre part.</i> <i>Question relevant when: <math>\{q31\} &lt; 0</math> or <math>\{q32\} &lt; 0</math> or <math>\{q32a\} &lt; 0</math> or <math>\{q32b\} &lt; 0</math> or <math>\{q32c\} &lt; 0</math> or <math>\{q32d\} &lt; 0</math> or <math>\{q32e\} &lt; 0</math> or <math>\{q32f\} &lt; 0</math> or <math>\{q32g\} &lt; 0</math> or <math>\{q32h\} &lt; 0</math> or <math>\{q32i\} &lt; 0</math> or <math>\{q32j\} &lt; 0</math> or <math>\{q33\} &lt; 0</math></i>	
Train1	Have you ever participated in a training from AVSI or WFP on children's nutrition? <i>*Choisir seulement une option</i>	1 Yes 0 No 2 Don't know 999 Refused
Train2	When did you attend this training? <i>Question relevant when: <math>\{train1\}=1</math></i>	1 2019 2 2020 3 2021 4 Other (specify) 999 Refused
Train3	Have you ever participated in a training from AVSI or WFP on hygiene and sanitation measures? <i>*Choisir seulement une option</i>	1 Yes 0 No 2 Don't know 999 Refused
Train4	When did you attend this training? <i>Question relevant when: <math>\{train3\}=1</math></i>	1 2019 2 2020 3 2021

Field	Question	Answer
		4 Other (specify)
		999 Refused
Wash1	Do you use handwashing stations at school?	0 - No 1 - Yes 2 - There are no handwashing stations at school
Wash2	If "No", Why not? <i>Select all that apply.</i>	1 - Soap not available 2 - Wash basins not clean 3 - Mixed with students of opposite gender 4 - Out of order 5 - Crowded 6 - Little water 7 - Far from class rooms 8 - Too high to reach 9 - Other, specify
Wash3	At what moments do you wash your hands? <i>Select all that apply. Do not read responses.</i>	1 - Before eating 2 - After eating 3 - After defecation 4 - After playing games 5 - After throwing out the garbage or cleaning 6 - After coming home from school or market 7 - After feeding or caring for animals 8 - After cleaning/wiping baby brother or sister 9 - Before preparing food 10 - Other, specify
Wash4	Describe how you wash your hands. <i>Select all that apply. Do not read responses.</i>	1 - Washes hands in a bowl of water (sharing with other people) — poor practise 2 - With someone pouring a little clean water from a jug onto one's hands — appropriate practise 3 - Under running water — appropriate practise 4 - Washes hands with soap or ashes 5 - Other, specify

Field	Question	Answer
Wash5	Why is it important to wash hands? <i>Select all that apply. Do not read responses.</i> <i>If they say "because they are dirty" probe – why what is wrong with dirty hands?</i>	1 - Prevents from getting sick
		3 - Cleans hands/removes dirt
		4 - Is good hygiene
		5 - Prevents dirt from getting into mouth
		6 - Prevents dirt from getting into food
		7 - Removes germs
		12 - Smells good
		13 - Looks/feels clean
		14 - Other, specify
		88 - DK
Wash6	Where do you get water for cooking at school? <i>Select all that apply.</i>	1 - Pond, lake
		2 - Dam
		3 - Stream/river
		4 - Unprotected spring
		5 - Protected spring
		6 - Well
		7 - Borehole
		8 - Water tank
		9 - Roof catchment
		10 - Other, specify
Wash7	Where do you get your water for drinking at school? <i>Select all that apply.</i>	1 - They give us boiled water
		2 - They give us unboiled water
		3 - Piped water
		4 - Tank
		5 - Well
		5 - Other, specify
end		
obs	Observations/Comments (if nothing, put "RAS") <i>*Ne pas lire à l'enquête</i>	
note5	Thanks for your time!	



## Teacher Questionnaire (McGovern-Dole Cote d'Ivoire)

Field	Question	Answer
enum		
chef	Name of Team Lead	
enum_name	Enumerator name	
enum_no	Enumerator number	
enum_no_conf	Confirm your identifier	
location		
region	Select the region	region region
iep	Select IEP	iep iep
ecole	Select school	ecole ecole
participation		

note1

Dear \_\_\_\_\_ Teacher \_\_\_\_\_ :

We are conducting a study on behalf of the World Food Programme (WFP) and the Ministry of National Education (MENET) on the sustainability of the school canteens and the enrollment level of children in the Bafing, Bagoué, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. We would like school teachers who teach elementary grades to take part in this interview. We would like to ask you questions about your background, \_\_\_\_\_ training, \_\_\_\_\_ and \_\_\_\_\_ students. This interview approximately lasts approximately 30 minutes. The information that you will provide is strictly confidential and will not be disclosed to any other person for any reason whatsoever. Participation is voluntary, however we hope that you will participate in this interview because your points of view will allow us to better appreciate the food and teaching situation in your region. Your answers will in no way affect you or your school's

Field	Question	Answer
	access to the food or teaching aid programs. Do you have any specific questions? Can we start now?	
consent	Do you accept participation in this survey?	1 Yes 0 No
personal_info <i>Group relevant when: \${consent} = 1</i>		
note2	Excellent! Now I would like to ask a few questions about you...	
sex	What sex are you? <i>*Demandez seulement si c'est nécessaire</i>	1 Male 2 Female - Refused 999
teacher_cat	Are you a title holding, volunteer or trainee teacher?	1 Title Holder 2 Volunteer 3 Trainee/intern
exp1	How many years have you worked as a teacher? <i>*Clarifier dans n'importe quelle école &lt;br/&gt;*Si juste commencé, marquer 0. Si a commencé l'an dernier, marquer 1, etc. &lt;br/&gt;* Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif d'années</i>	
exp2	How many years have you been assigned to this school? <i>*Si juste commencé, marquer 0. Si a commencé l'an dernier, marquer 1, etc. &lt;br/&gt;* Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif d'années</i> <i>Question relevant when: \${exp1} &gt; 0</i>	
class	What class did you teach during the last school year? <i>* Sélectionner tout ce qui s'applique&lt;br/&gt;* Si ils n'ont pas enseigné dans cette école particulière l'an dernier, leur demander à propos de leur ancienne école</i> <i>Question relevant when: \${exp1} &gt; 0</i>	1 CP1 2 CP2 3 CE1 4 CE2 5 CM1

Field	Question	Answer
		6 CM2 8 School Principal 7 Other - Refused 999
other_class	Other: Specify <i>Question relevant when: selected( \${class} , '7')</i>	
training_and_knowledge	<i>Group relevant when: selected( \${class} , '1') or selected( \${class} , '2') or selected( \${class} , '3') or selected( \${class} , '4') or selected( \${class} , '5') or selected( \${class} , '6')</i>	
note3	Thank you! Now, I would like to ask a few questions on the type of training and professional development you have received.	
train1	Have you ever participated in a training from AVSI on the improvement of teaching-learning of reading-writing? <i>*Choisir seulement une option</i>	1 Yes 0 No 2 Don't know - Refused 999
train1a	What kept you from participating in it? <i>Question relevant when: \${train1} =0</i>	1 Disease 2 Permission 3 Absence 4 Other training 5 Distant to training site 6 Conditions of cost reimbursement 7 Other (specify)
other_train1a	Other: Specify <i>Question relevant when: selected( \${train1a} , '7')</i>	
train2	When did you attend an AVSI training? <i>Question relevant when: \${train1} =1</i>	1 2018 or earlier 2 2019



Field	Question	Answer
		3 2020 4 2021 5 Other (specify) - 999 Refused
other_train2	Other: Specify <i>Question relevant when: selected( \${train2}, '4')</i>	
train3	On average, how many days did you attend AVSI's training? <i>* Sélectionner seulement une option</i> <i>Question relevant when: \${train1} =1</i>	1 1 2 2 3 3 4 4 5 More than 4 - 999 Refused/don't know
train4	Was the AVSI training useful in your teaching work last year? <i>* Sélectionner seulement une option</i> <i>Question relevant when: \${train1} =1</i>	1 Not useful 2 Useful 3 Very useful - 999 Refused/don't know
train5	Did you put into practice the learnings of training you received from AVSI in your class last year? <i>* Sélectionner seulement une option</i> <i>Question relevant when: \${train1} =1</i>	1 Yes 0 No 2 Don't know - 999 Refused
train5a	If yes, at what frequency? <i>* Sélectionner seulement une option</i> <i>Question relevant when: \${train5} =1</i>	1 Rarely 2 Often 3 Always

Field	Question	Answer
		- 999 Refused
train6	Apart from AVSI, did you receive any other training on teaching reading-writing from another organization over the last two years? <i>* Sélectionner seulement une option</i>	1 Yes 0 No 2 Don't know - 999 Refused
Train7	Have you ever participated in a training from AVSI or WFP and school canteen management on children's nutrition? <i>*Choisir seulement une option</i>	1 Yes 0 No 2 Don't know - 999 Refused
Train8	When did you attend this training? <i>Question relevant when: \${train7}=1</i>	1 2019 2 2020 3 2021 4 Other (specify) -999 Refused
Train9	Have you ever participated in a training from AVSI or WFP on hygiene and sanitation measures? <i>*Choisir seulement une option</i>	1 Yes 0 No 2 Don't know - 999 Refused
Train10	When did you attend this training? <i>Question relevant when: \${train9}=1</i>	1 2019 2 2020 3 2021 4 Other (specify) -999 Refused

Field	Question	Answer
Wash1	Do you use handwashing stations at school?	0 - No
		1 - Yes
		2 - There are no handwashing stations at school
Wash2	If "No:", why not ? <i>Select all that apply.</i>	1 - Soap not available
		2 - Wash basins not clean
		3 - Mixed with students of opposite gender
		4 - Out of order
		5 - Crowded
		6 - Little water
		7 - Far from class rooms
		8 - Too high to reach
		9 - Other, specify
		Wash3
2 - After eating		
3 - After defecation		
4 - After playing games		
5 - After throwing out the garbage or cleaning		
6 - After coming home from school or market		
7 - After feeding or caring for animals		
8 - After cleaning/wiping baby brother or sister		
9 - Before preparing food		
10 - Other, specify		
Wash4	Describe how you wash your hands. <i>Select all that apply. Do not read responses.</i>	1 - Washes hands in a bowl of water (sharing with other people) — poor practise
		2 - With someone pouring a little clean water from a jug onto one's hands — appropriate practise
		3 - Under running water — appropriate practise
		4 - Washes hands with soap or ashes
		5 - Other, specify
Wash5	Why is it important to wash hands? <i>Select all that apply. Do not read responses.</i>	1 - Prevents from getting sick
		3 - Cleans hands/removes dirt

Field	Question	Answer
	<i>If they say "because they are dirty" probe – why? what is wrong with dirty hands?</i>	<p>4 - Is good hygiene</p> <p>5 - Prevents dirt from getting into mouth</p> <p>6 - Prevents dirt from getting into food</p> <p>7 - Removes germs</p> <p>12 - Smells good</p> <p>13 - Looks/feels clean</p> <p>14 - Other, specify</p> <p>88 - DK</p>
Wash6	Where do you get water for cooking at school? <i>Select all that apply.</i>	<p>1 - Pond, lake</p> <p>2 - Dam</p> <p>3 - Stream/river</p> <p>4 - Unprotected spring</p> <p>5 - Protected spring</p> <p>6 - Well</p> <p>7 - Borehole</p> <p>8 - Water tank</p> <p>9 - Roof catchment</p> <p>10 - Other, specify</p>
Wash7	Where do you get your water for drinking from at school? <i>Select all that apply.</i>	<p>1 - They give us boiled water</p> <p>2 - They give us unboiled water</p> <p>3 - Piped water</p> <p>4 - Tank</p> <p>5 - Well</p> <p>6 - Other, specify</p>
tools	What tools and materials on teaching-learning of reading-writing did you use at your school? <i>* Ne pas lire les options de réponse&lt;br/&gt;* Sélectionner tout ce qui s'applique</i>	<p>0 None</p> <p>1 Mobile library</p> <p>2 Reading boards</p> <p>3 Illustrated boards</p> <p>4 Junior dictionaries</p>

Field	Question	Answer
		5 Records for Material Management 6 Sculpted plastic letters 7 Megaphone 8 Other (specify) - Refused/don't know 999
other_tools	Other: Specify <i>Question relevant when: selected( \${tools}, '8')</i>	
tools2	At what frequency do you use the tools and materials for the teaching-learning of reading-writing? <i>* Sélectionner seulement une option</i> <i>Question relevant when: \${tools} !=0 or \${tools} !=-999</i>	1 Rarely 2 Often 3 Always - Refused 999
assess	Last year, did you use the assessment tool "General Grid for Student Performance Evaluation" to progressively evaluate your students? <i>* Sélectionner seulement une option</i>	1 Yes 0 No 2 Don't know - Refused 999
ped1	Last year, did a pedagogical advisor visit your classroom and provide an assessment of your techniques in reading-writing? <i>* Sélectionner seulement une option</i>	1 Yes 0 No 2 Don't know - Refused 999
ped2	How many times did a pedagogical advisor visit last year? <i>* Sélectionner seulement une option</i>	0 0 1 1 2 2 3 3

Field	Question	Answer
		4 More than 3 times - Refused/don't know 999
read1	Last year, did you and the teachers at your school organize any reading activities for your students? <i>* Sélectionner seulement une option; *Cela inclu l'animation-lecture, la promotion de la lecture, les concours de lecture, etc.)</i>	1 Yes 0 No 2 Don't know - Refused 999
read2	What reading activities did your school organize? <i>*Ne pas lire les options de réponse &lt;br/&gt;*Sélectionner tout ce qui s' applique Question relevant when: \${read1}=1</i>	1 Animation reading 2 Reading promotion activities 3 Reading competition 4 Other (specify) - Refused/don't know 999
other_read2	Other: Specify <i>Question relevant when: selected( \${read2}, '4')</i>	
meet1	Last year, have you participated in any meetings with other teachers to share experiences and discuss reading activities? <i>* Sélectionner seulement une option</i>	1 Yes 0 No 2 Don't know - Refused 999
meet2	How many times? <i>*Réponse numérique Question relevant when: \${meet1}=1</i>	
presence_and_participation <i>Group relevant when: selected( \${class}, '1') or selected( \${class}, '2') or selected( \${class}, '3') or selected( \${class}, '4') or selected( \${class}, '5') or selected( \${class}, '6')</i>		
note4	Thanks! My last series of questions is on the presence et participation of students...	

Field	Question	Answer
attend1	<p>Last year, how many students were enrolled in your class?</p> <p><i>* Réponse numérique&lt;br/&gt;* Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif d'élèves&lt;br/&gt;*Si l'enseignant enseigne les deux classes, encourager le/la de donner un nombre total d'élèves</i></p>	
attend2	<p>On a typical day last year, how many students were present in your class?</p> <p><i>*Réponse numérique&lt;br/&gt;* Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif d'élèves&lt;br/&gt;* Si l'enseignant enseigne les deux classes, encourager le/la de donner un nombre total d'élèves</i></p>	
part1_f	<p>On a typical day last year, among 10 girl students, how many paid attention and participated during your lesson?</p> <p><i>*Sélectionner un chiffre de 0-10.</i></p>	
part1_m	<p>On a typical day last year, among 10 boy students, how many paid attention and participated during your lesson?</p> <p><i>*Sélectionner un chiffre de 0-10.</i></p>	
part2	<p>On a typical day last year, did boys and girls participate equally in class activities?</p>	<p>1 Boys participate more</p> <p>2 Girls participate more</p> <p>3 Both girls and boys participate equally</p> <p>- Refused/don't know</p> <p>999</p>
attend3	<p>Last year, what difficulties did you encounter which kept you from holding your class?</p>	<p>0 None</p> <p>1 Sickness</p> <p>2 Travel to disburse salary</p> <p>3 Administrative procedures</p> <p>4 Social events</p> <p>5 Obligatory trainings / meetings</p> <p>6 Other</p>

Field	Question	Answer
		- 999 Refused
other_attend3	Other: Specify <i>Question relevant when: selected( \${attend3}, '6')</i>	
attendance <i>Group relevant when: selected( \${class}, '1') or selected( \${class}, '2') or selected( \${class}, '3') or selected( \${class}, '4') or selected( \${class}, '5') or selected( \${class}, '6')</i>		
attend3_a	How many school days did you lose because of sickness? <i>*Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif de jours. Autrement, insérer -99</i> <i>Question relevant when: selected( \${attend3}, '1')</i>	
attend3_b	How many school days did you lose because of travel to disburse salary? <i>*Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif de jours. Autrement, insérer -99</i> <i>Question relevant when: selected( \${attend3}, '2')</i>	
attend3_c	How many school days did you lose because of administrative procedures? <i>*Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif de jours. Autrement, insérer -99</i> <i>Question relevant when: selected( \${attend3}, '3')</i>	
attend3_d	How many school days did you lose because of social events? <i>*Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif de jours. Autrement, insérer -99</i> <i>Question relevant when: selected( \${attend3}, '4')</i>	
attend3_e	How many school days did you lose because of mandatory trainings / meetings ? <i>*Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif de jours. Autrement, insérer -99</i> <i>Question relevant when: selected( \${attend3}, '5')</i>	



Field	Question	Answer
attend3_f	How many school days did you lose for other reasons? At the start of the school year or on the eve of holidays or eve of composition? <i>*Si le répondant ne sait pas, encourager le/la de donner un nombre approximatif de jours. Autrement, insérer -99</i> <i>Question relevant when: selected( \${attend3} , '6')</i>	
language <i>Group relevant when: selected( \${class} , '1') or selected( \${class} , '2') or selected( \${class} , '3') or selected( \${class} , '4') or selected( \${class} , '5') or selected( \${class} , '6')</i>		
language	Last year, did you teach part of your class in your students' native language?	1 Yes 0 No 2 Don't know - Refused 999
program <i>Group relevant when: selected( \${class} , '1') or selected( \${class} , '2') or selected( \${class} , '3') or selected( \${class} , '4') or selected( \${class} , '5') or selected( \${class} , '6') &amp; \${exp2}&gt;0</i>		
consulter_programme	Investigator! Ask the teacher to show you his or her program from last year to see if he or she has completed his / her program	1 Enumerator, you were able to consult the teacher's program 2 Enumerator, you were not able to consult the teacher's program
raisons_consulter	If not why? <i>Question relevant when: \${consulter_programme} =2</i>	
fini_programme	Did the teacher finished his or her program last year?	1 Yes 0 No - Refused 999
fini_programme_raisons	If the teacher could not complete his program, ask why <i>Question relevant when: \${fini_programme} =0</i>	
Textbook1	Does the state give you textbooks?	1 Yes 0 No

Field	Question	Answer
		- Refused 999
Textbook2	If so, is the amount they provide sufficient?	1 Yes 0 No - Refused 999
Textbook3	Do you know how often textbooks are distributed in your school?	1 Yes 0 No - Refused 999
Textbook4	If so, how often? <i>Question relevant when: <math>[\text{Textbook3}]=1</math></i>	1 Every year 2 Every two years 3 Every three years 4 Never - Refused 999
Textbook5	How many students in your class this year have access to textbooks?	0 No students 1 A few students 2 The majority of students 3 All students - Refused 999
Textbook6	How many students in your class last year had access to textbooks?	0 No students 1 A few students 2 The majority of students 3 All students

Field	Question	Answer
		- 999 Refused
Textbook7	Who are old textbooks given to?	1 Parents 2 The state 3 Private donors 4 Other, specify - 999 Refused
Textbook8	What are you doing to teach in the classroom? <i>Question relevant when: \$[Textbook5] != 3</i>	
Read	What do you think negatively affects children's reading skills in your classroom?	1 Student absenteeism 2 Lack of textbooks 3 Non-functioning school canteens 4 Teaching in French rather than the local language 5 Lack of follow-up from school authorities 6 Lack of suitable pedagogy 7 Lack of follow-up from parents 8 Other, specify -999 Refused
Training	Do you benefit from regular training organized by the Ministry of Education?	1 Yes 0 No - 999 Refused
Training2	Would you like to benefit from continuous training?	1 Yes 0 No - 999 Refused

Field	Question	Answer
Training3	Would you like to benefit from continuing education online?	1 Yes 0 No - Refused 999
end		
obs	Observations/Comments (if nothing, put "RAS") <i>*Ne pas lire à l'enquête</i>	
note5	Thank you for your time!	

## Student Questionnaire (McGovern-Dole Cote d'Ivoire)

Field	Question	Answer
enum		
chef	Name of Team Lead	
enum_name	Enumerator name	
enum_no	Enumerator number	
enum_no_conf	Confirm your identifier	
location		
region	Select the region	region region
iep	Select IEP	iep iep
ecole	Select school	ecole ecole
studentinfo		
		CP1 CP1
		CP2 CP2
grade	Select the grade	CE1 CE1
		CE2 CE2
		CM1 CM1
		CM2 CM2
name	What is the student's last name?	
fname	What is the student's first name?	
uniqueid_filled	Student's identification number.	
uniqueid_refilled	Re-enter student's identification number.	
Momname	What is the students' mother's name?	
confirm	Is this information correct?	1 Yes
		0 No

Field	Question	Answer
		- 999 Refused/don't know
correct_confirm	Which information is incorrect? <i>*Si la classe de l'élève est différente que la classe notée sur votre fiche d'école, veuillez confirmer avec le directeur la classe de l'élève</i> <i>Question relevant when: \${confirm} =0</i>	1 The name of the student 2 The gender of the student 3 The grade of the student
correction <i>Group relevant when: \${confirm} =0</i>		
correct_firstname	Write the correct first name of the student <i>Question relevant when: selected( \${correct_confirm} , 1)</i>	
correct_lastname	Write the correct last name of the student <i>Question relevant when: selected( \${correct_confirm} , 1)</i>	
correct_sex	What is the student's gender? <i>Question relevant when: selected( \${correct_confirm} , 2)</i>	1 Male 2 Female
correct_grade	What is the student's grade? <i>*Si la classe de l'élève est différente que la classe notée sur votre fiche d'école, veuillez confirmer avec le directeur la classe de l'élève</i> <i>Question relevant when: selected( \${correct_confirm} , 3)</i>	CP1 CP1 CP2 CP2 CE1 CE1 CE2 CE2 CM1 CM1 CM2 CM2
consent_section		
note1	My name is [enum_name], and we are conducting a study on behalf of the World Food Program (WFP) and the Ministry of National Education.  I am here asking some questions from children like you to evaluate the level of reading of students of all levels in the Bafing, Bagoué, Bounkani, Cavally, Gontougo, Poro and Tchologo regions. Nothing you say here will be repeated to your parents or teacher and will be kept a secret. I want you to answer honestly	

Field	Question	Answer
	and as best as you can. Do you have any questions for me? You can interrupt me to ask a question at any time.	
	Also, if you don't know the answer to a question or don't want to answer it, just let me know and we can skip it. Participation in this study is voluntary and you may refuse to answer any or all of the questions. We hope, however, that you will agree to participate in this study as your opinion will allow us to better understand reading levels in your region. Your answers will in no way affect your access to support programs.	
consent	Do you accept if I ask you some questions?	1 Yes 0 No
student_survey <i>Group relevant when: \${consent} = 1</i>		
note2	Thanks a lot! I would now like some information about you...	
l1a	What is your last name?	
l1b	What are your first names?	
l2	Select the sex of the student. <i>*demander seulement si nécessaire.</i>	1 Male 2 Female
l4	In which class are you?	1 CP1 2 CP2 3 CE1 4 CE2 5 CM1 6 CM2
l3	How old are you? <i>*en années révolues.</i>	
l4_time	In what class were you when you started studying at this school?	1 CP1 2 CP2

Field	Question	Answer
		3 CE1 4 CE2 5 CM1 6 CM2
I9	Do you like reading?	1 Yes 0 No - Refused/don't know 999
I5	Does your family have books at home?	1 Yes 0 No - Refused/don't know 999
I6	Do you have books for kids at home other than school books?	1 Yes 0 No - Refused/don't know 999
I7	Do you read with someone/your parents at home?	1 Yes 0 No - Refused/don't know 999
I8	Do you read alone at home?	1 Yes 0 No - Refused/don't know 999
I12	Last year, did you like how the teacher taught in the class?	1 Yes 0 No



Field	Question	Answer
		- 999 Refused/don't know
I13	Last year, could you talk to your teacher about the reading-writing lessons you did not understand?	1 Yes 0 No - 999 Refused/don't know
I14	Last year, did you participate in reading activities organized by the school or by the teacher outside the classroom?	1 Yes 0 No - 999 Refused/don't know
I15	Did you have school textbooks for French or reading-writing last year?	1 Yes 0 No - 999 Refused/don't know
I16	Last year, did you have access to the following reading materials at school?	0 None 1 Mobile library 2 Reading board 3 Illustrated boards (pagne / didactic bache) 4 Junior dictionaries 5 Sculpted plastic letters
I17	If not why ? <i>Question relevant when: \${I16} = 0</i>	1 We do not have the right to use the material 2 We do not have the equipment 3 We do not have time to use the material 4 Other - 999 Refused / do not know
I17_aut	Other (specify)	

Field	Question	Answer
	<i>Question relevant when: selected( \${I17} , '4')</i>	
I18_pre	In class, do you sit on a table-bench?	1 Yes 0 No - Refused/don't know 999
I18	Last year, including you, how many people were sitting on the table-bench with you? (How many of you were on the same table-bench?) <i>Question relevant when: \${I18_pre} =1</i>	
I19	Were you prevented from going to school last year?	0 Never 1 Sometimes 2 Almost all the time
I19_reasons	If yes, for what reason mainly? <i>Question relevant when: \${I19} =1 or \${I19} =2</i>	1 Health problems / disability 2 Personal security 3 Household farm work 4 Seasonal jobs or housework 5 Distance to school 6 School fees 7 Early marriage 8 Pregnancy 9 Difficulty eating lunch at school 10 Other to specify
I19_reasons_others	If Other reason, specify. <i>Question relevant when: \${I19_reasons} =10</i>	
I20	Last year, did you arrive and find that you could not (could) have class because of the absence of your teacher?	0 Never 1 Sometimes 2 Almost all the time
I21	Last year, did it happen that you did not eat in the canteen?	1 Yes

Field	Question	Answer
		0 No - Refused/don't know 999
I22	For what reasons? <i>Question relevant when: <math>\{I21\}=1</math></i>	0 No canteen 1 Lack of money (25 FCFA) 2 No food served 3 Sick student 4 Absence of the pupil 5 Other
I22_autre	If Other reason, specify. <i>Question relevant when: <math>\{I22\}=5</math></i>	
I23	Do you have a textbook?	1 Yes 0 No - Refused/don't know 999
I24	Who gave you the textbook? <i>Question relevant when: <math>\{I23\}=1</math></i>	1 The teacher 2 Another adult at the school - Refused /don't know 999
I24_autre	If other, specify <i>Question relevant when: <math>\{I24\}=2</math></i>	
reading_assessment <i>Group relevant when: <math>\{consent\}=1</math></i>		
note3	Here is the last series of questions! I would like to play a little game with you... <i>*appliquer l'évaluation ASER</i>	
I10	After assessment, indicate the corresponding reading level of the student <i>*ne pas lire à l'élève.</i>	0 0 1 A

Field	Question	Answer
		2 B
		3 C
		4 D
		5 E
		6 F
		7 G
		8 H
		9 I
		10 J
		11 K
l11a	Observations/Comments (if nothing, put "RAS") <i>*ne pas lire a l'élève.</i>	
note4	Thanks for your time!	

## Annex 7. Fieldwork Agenda

Days/dates	Team member	Locations/sites	Stakeholders
<b>October 20, October 25</b> Adaptation Workshop / ASER Tool Validation	Michaela Gulemetova	DPFC (MENA) Abidjan, Côte d'Ivoire	Representatives from WFP, AVSI and MENA
<b>November 6-19</b> Enumerator Training	Michaela Gulemetova Hannah Ring Sonet-CI	Sonet-CI Abidjan, Côte d'Ivoire	Sonet-CI enumerators, representatives from AVSI and WFP
<b>November 15- December 10</b> Data Collection	Sonet-CI	Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, and Cavally, Côte d'Ivoire	Schools; Parents; Teachers; Students; School management committees; Women's agricultural groups
<b>November 15-19</b> Focus groups for Stakeholder Analysis	Hannah Ring; Anna Warren; and Sonet-CI	WFP Office and Remote Abidjan, Côte d'Ivoire	Representatives from WFP, including program coordination/business support; nutrition, market access/ resilience/ livelihoods; national programs; M&E; education; accounting; and supply chain
<b>November 30- December 8</b> Interviews and focus groups for Stakeholder Analysis	Sonet-CI	DCS (MENA) and Remote Abidjan, Côte d'Ivoire	Representatives from DCS, DPFC, ANADER, AVSI, CRESAC, and other implementing partners
<b>December 15</b> Interview	Hannah Ring; Anna Warren	Remote	USDA Côte d'Ivoire Program Officer

## Annex 8. McGovern-Dole Indicators

RESULTS	INDICATOR	BASELINE	MIDLINE	ENDLINE
<b>McGovern-Dole SO1</b> Literacy Learning of school children is improved	Proportion of children who, at the end of two years of primary school, demonstrate that they can read and understand the meaning of the school grade text (boys).	CP1= 5% CP2=16% CE1=25% CE2=11% CM1=8% CM2=8%	CP1= 44% CP2=40% CE1=51% CE2=46% CM1=30%	CP1=15% CP2=25% CE1=18% CE2=12% CM1=14%
	Proportion of children who, at the end of two years of primary school, demonstrate that they can read and understand the meaning of the school grade text (girls).	CP1= 4% CP2=13% CE1=19% CE2=11% CM1=6% CM2=7%	CP1= 47% CP2=36% CE1=46% CE2=27% CM1=17%	CP1=20% CP2=25% CE1=33% CE2=17% CM1=18%
	Number of individuals benefiting directly from USDA-funded interventions (new).	0		
	Number of individuals benefiting directly from USDA-funded interventions (old).	0		
	Number of individuals benefiting directly from USDA-funded interventions (men).	0		
	Number of individuals benefiting directly from USDA-funded interventions (women).	0		
	Number of individuals benefiting directly from USDA-funded interventions.	0		
<b>McGovern-Dole 1.1</b> Improved quality of literacy instruction of school children	Number of teachers in target schools demonstrating the use of new techniques or quality teaching tools as a result of USDA assistance.	0		
<b>McGovern-Dole 1.1.1</b> More consistent teacher attendance	Proportion of teachers in target schools who attend and teach at school regularly (at least 90% of school days) per school year.	94.2%	94.4%	93.4%

<b>McGovern-Dole 1.1.2</b> Better access to school supplies and materials	Number of textbooks and other teaching and learning materials provided with USDA assistance.	0		
<b>McGovern-Dole 1.1.3</b> Improved access to learning materials for reading	Number of target schools in which school children have additional reading materials with USDA support.	0		
<b>McGovern-Dole 1.1.4</b> Increased skills and knowledge of teachers	Number of teachers / teachers' aides in targeted schools demonstrating the use of new and good techniques or teaching tools (per type, per gender).	0		
	Number of teachers / teachers' aides trained or certified as a result of USDA assistance (per type, per sex).	0		
<b>McGovern-Dole 1.1.5</b> Increased skills and knowledge of school administrators	Number of targeted school administrators demonstrating new and good techniques or teaching tools (per type, per gender).	0		
	Number of leaders trained or certified as a result of USDA assistance (by gender).	0		
<b>McGovern-Dole 1.2</b> Improved school children attentiveness	Proportion of school children identified as being attentive in class by their teachers (per sex, per class).	Girls = 78% Boys = 78%	Girls = 68% Boys = 67%	Girls = 64% Boys = 62%
<b>McGovern-Dole 1.2.1</b> Reduced short-term hunger	Number of school lunches (breakfast, snack, lunch) offered to school children following USDA assistance.	0		
	Proportion of school children in targeted schools who ate a meal regularly before or during the school day (per gender).	0		
<b>McGovern-Dole 1.2.1.1 / 1.3.1.1</b> Increased access to school feeding	Number of take-home rations provided as a result of USDA assistance.	0		
	Number of girls having received take-home rations as a result of USDA assistance.	0		

Number of girls having received take-home rations as a result of USDA assistance (new).	0		
Number of girls having received take-home rations as a result of USDA assistance (continue).	0		
Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (girls).	0		
Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (boys).	0		
Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new).	0		
Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continue).	0		
Number of daily school meals (breakfast, snack, lunch) provided to schoolchildren following USDA assistance.	0		
Proportion of households with acceptable food consumption per sex of the household head.	Female = 96.2% Male = 96.3%	Female = 83.9% Male = 90.0%	Female = 70.5% Male = 70.6%
Coping strategy index (average) per sex of the household head.	Female = 4.1 Male = 2.9	Female = 5.4 Male = 4.4	Female = 5.7 Male = 5.2
Dietary diversity score per sex of the household.	Female = 5.8 Male = 6	Female = 5.0 Male = 5.1	Female = 4.1 Male = 4.5
Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (ongoing).	0		
Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (new).	0		
Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (men).	0		



	Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (women).	0		
<b>McGovern-Dole 1.3</b> Improved Student attendance	Proportion of students regularly (80%) attending classes / schools supported by USDA (boys).	98%	100%	99.8%
	Proportion of student regularly (80%) attending classes / schools supported by USDA (girls).	98.3%	100%	100%
<b>McGovern-Dole 1.3.1</b> Increased Economic and Cultural Incentives (Or Decreased Disincentives)	Number of girls receiving take-home rations as a result of USDA assistance (new).	0		
	Number of girls receiving take-home rations as a result of USDA assistance (ongoing).	0		
<b>McGovern-Dole 1.3.2</b> Reduced Health Related Absences	Proportion of school children who miss more than 10 days of school per year due to illness (boys).	2%	2.9%	4.4%
	Proportion of school children who miss more than 10 days of school per year due to illness (girls).	1.7%	2.8%	1.7%
<b>McGovern-Dole 1.3.4</b> Increased Student Enrollment	Number of school children enrolled in schools receiving USDA assistance (boys).	0		
	Number of school children enrolled in schools receiving USDA assistance (girls).	0		
	Gender Ratio in elementary school.	0.85	0.99	1.09
<b>McGovern-Dole 1.3.5</b> Increased Community Understanding of Benefits of Education	Number of members of management committees and members of women production groups sensitized on the importance of education.	0		
<b>McGovern-Dole 1.4.3</b> Increased government support	Value of Public and Private Investments creating a leverage effect due to USDA Assistance (Host Government).	0		
	Annual increase rate of the budget allocated by the Government to the Directorate of School Canteens.	0		

	Number of policies in the child health and nutrition sectors, regulations, and administrative procedures, by level of development, due to USDA support (per stage).	0		
	Number of education sector policies, regulations, and administrative procedures, by level of development, due to USDA assistance (per stage).	0		
<b>McGovern-Dole 1.4.4</b> Increased Engagement of Local Organizations and Community Groups	Number of parent-teacher associations or similar "school" governance structures supported as a result of USDA assistance.	0		
	Number of public-private partnerships put in place as a result of USDA assistance (nutrition).	0		
	Number of public-private partnerships put in place as a result of USDA assistance (education).	0		
	Number of public-private partnerships put in place as a result of USDA assistance (health).	0		
	Number of public-private partnerships put in place as a result of USDA assistance (multi sectoral).	0		
	Number of public-private partnerships put in place as a result of USDA assistance (other).	0		
<b>McGovern-Dole SO2</b> Increased Use of Health and Dietary Practices	Proportion of school-aged children receiving a minimum acceptable diet (boys).	47%	83%	67%
	Proportion of school-aged children receiving a minimum acceptable diet (girls).	47%	83%	67%
<b>McGovern-Dole 2.1</b> Improved Knowledge of Health and Hygiene Practices	Proportion of School Management Committee members and canteen management staff who can identify at least three health and hygiene practices (men).	89.6%	88%	85%
	Proportion of School Management Committee members and canteen management staff who can identify at least three health and hygiene practices (women).	89.6%	88%	80%

<b>McGovern-Dole 2.2</b> Increased Knowledge of Safe Food Preparation and Storage Practices	Proportion of school management committee members and canteen management staff who can identify at least three safe food preparation and storage practices.	76% good food storage practice 72% good food preparation practices	83% good food storage practice 82% good food preparation practices	82% good food storage practice 66% good food preparation practices
<b>McGovern-Dole 2.3</b> Increased Knowledge of Nutrition	Number of individuals receiving training in child health and nutrition as a result of USDA assistance (men).	0		
	Number of individuals receiving training in child health and nutrition as a result of USDA assistance (women).	0		
<b>McGovern-Dole 2.5</b> Access to Preventative Health Interventions	Number of school children who received deworming.			
	Number of school children who received deworming (boys).			
	Number of school children who received deworming (girls).			
	Proportion of schools using an improved water source.	50% have a water point 32% have an improved water source	47% have a water point 32% have an improved water source	68% have a water point 46% have an improved water source
	Proportion of schools with improved sanitation facilities.	54%	59%	70%
<b>McGovern-Dole 2.6</b> Increased Access to Requisite Food Prep and Storage Tools and Equipment	Number of targeted schools with access to improved food preparation and storage equipment.			
<b>McGovern-Dole 1.4.1 /2.7.1</b> Increased Capacity of Government Institutions	Number of government staff trained in food management, monitoring and evaluation.	0		
<b>McGovern-Dole 1.4.2 /2.7.2</b> Improved Policy and regulatory framework	Number of policies, regulations, and/or administrative procedures in the child health and nutrition sectors in each of the following stages of development as a result of USDA assistance (stage 1).	0		

	Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 2).	0		
	Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 5).	0		
<b>McGovern-Dole 1.4.3</b> Increased government support	Value of Public and Private Investments creating a leverage effect due to USDA Assistance (Host Government).	0		
	Annual increase rate of the budget allocated by the Government to the Directorate of School Canteens.	0		
<b>McGovern-Dole 1.4.4</b> Increased Engagement of Local of Local Organizations and Community Group	Number of parent-teacher associations or similar "school" governance structures supported as a result of USDA assistance.	0		
	Number of public-private partnerships set up as a result of USDA assistance (women production groups).	0		

## Annex 9. Recommendations Mapping

Recommendation	Conclusions	Findings (by section)
<p><b>Recommendation 1:</b> Clearly differentiate between canteen meals that are supported by WFP and those that are supported by community contributions, including tracking both for M&amp;E purposes.</p>	Conclusion 1 (Canteen performance)	2.2.1 To what extent have the outputs and outcomes been achieved (are they likely to be achieved)? What are the factors that have influenced the achievement or not?
	Conclusion 4 (WPG experience and performance)	2.5.3 How can groups of farmers contribute to the supply of the canteens, and is there any evidence that their contribution will continue after the project ends?
<p><b>Recommendation 2:</b> Consider the potential unintended consequences of gender-specific interventions and supports, such as providing take-home rations to girls only.</p>	Conclusion 2 (Student experience and performance)	2.3.4 How efficient is targeting?
		2.4.2 Are there any unintended effects (negative and/or positive) on beneficiaries? What have been the gender-specific impacts, in particular with regard to the education of girls and empowerment of women in the program delivery? What are the main drivers of positive impacts?
		2.5.4 Did the intervention change gender relations in the medium to long term?
<p><b>Recommendation 3:</b> Provide tailored support to WPGs based on their specific needs. For example, different groups require different productive inputs and equipment, different types of training, and so forth.</p>	Conclusion 4 (WPG experience and performance)	2.2.1 To what extent have the outputs and outcomes been achieved (are they likely to be achieved)? What are the factors that have influenced the achievement or not?
<p><b>Recommendation 4:</b> Work with WPGs to track their crop yields, production, and profitability margin more closely.</p>	Conclusion 4 (WPG experience and performance)	2.5.3 How can groups of farmers contribute to the supply of the canteens, and is there any evidence that their contribution will continue after the project ends?
<p><b>Recommendation 5:</b> Work with MENA to reinforce teacher</p>	Conclusion 3 (Teacher experience and performance)	2.2.1 To what extent have the outputs and outcomes been achieved (are they likely to be

professional development and supports, including through more active involvement of the pedagogical advisors.		achieved)? What are the factors that have influenced the achievement or not?
<b>Recommendation 6:</b> Consider potential synergies with programs such as PAPSE which are working towards similar objectives in some of the same areas McGovern-Dole is operating.	Conclusion 4 (Teacher experience and performance)	2.1.7 To what extent was WFP's intervention consistent with the policies and programs of other partners operating in the same context?
		2.3.5 What are the external and internal factors influencing efficiency?
<b>Recommendation 7:</b> Work with MENA to determine the feasibility of assessing early reading skills in L1 (mother tongue) rather than French in schools where teachers are teaching early reading in L1.	Conclusion 2 (Student experience and performance)	2.2.1 To what extent have the outputs and outcomes been achieved (are they likely to be achieved)? What are the factors that have influenced the achievement or not?

# Annex 10. Bibliography

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# Annex 11. Acronyms

<b>AIR</b>	American Institutes for Research
<b>ANADER</b>	Agency for Support to Rural Development
<b>ASER</b>	Annual Status of Education Report
<b>BFCDD</b>	Bureau of Training and Consulting for Development
<b>COGES</b>	School Management Committees
<b>CRESAC</b>	Regional Center of Evaluation in Education, Environment, Health, and Accreditation in Africa
<b>DCS</b>	Directorate of School Canteens
<b>DID</b>	Difference-in-differences
<b>DPFC</b>	Direction of Pedagogy and Continuing Education
<b>DREN</b>	Regional Direction of National Education
<b>DSRP</b>	Strategy Document for Reducing Poverty
<b>EG</b>	Evaluation Manager
<b>FGD</b>	Focus group discussion
<b>KII</b>	Key informant interview
<b>MENA</b>	Ministry of National Education and Literacy
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>OEV</b>	Office of Evaluation
<b>PAPSE</b>	Education Service Delivery Enhancement Project
<b>TOR</b>	Terms of Reference
<b>UN</b>	United Nations
<b>UNICEF</b>	United Nations Children's Fund
<b>USDA</b>	United States Department of Agriculture
<b>WASH</b>	Water, Sanitation, and Hygiene
<b>WFP</b>	World Food Program
<b>WPG</b>	Women's Production Group



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